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ABSTRACT

Rising school enrollments, construction costs, and the search for excellence in education have revived interest in the extended school year. The purpose of this conference was to enable Florida educators and citizens to investigate various designs for rescheduling the school year in terms of curriculum, flexible staff organization, and school facilities. The report is comprised of papers presented by consultants actively involved in the planning and operation of experimental year-round programs across the country. A selected bibliography is included. (Author/MLF)

POST-CONFERENCE REPORT:

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Extended School Year Conference

MAY 1-2, 1969

LARSON BUILDING
TALLAHASSEE, FLORIDA

EA 003 165

Sponsored by
DIVISION OF CURRICULUM AND INSTRUCTION
DR. JOSEPH W. CRENSHAW
Assistant Commissioner

The Extended School Year Conference, sponsored by the Division of Curriculum and Instruction, was coordinated by Ione L. Perry, Associate, Program Development. The post-conference report was compiled by Dr. Perry with the special assistance of Cynthia Perkins, Staff Editor. The cover was designed by Bruce Wallace, Graphics Section, Division of Curriculum and Instruction.

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Preface

The educational scene in Florida resounds with experiments to test new instructional programs, new methods of teaching, and new forms of school organization.

Recently, with rising school enrollments, growing school construction costs, and the constant search for excellence in education, interest in Florida and throughout the nation has been revived in consideration of the relative merits of an extended school year.

The purpose of this conference is to provide the opportunity for interested educators and lay citizens in our state to take a fresh look at various designs for rescheduling the school year, especially in terms of the curriculum, flexible staff organization, and school facilities. An impressive staff of consultants actively involved in the planning and operation of experimental year-round programs across the country has been engaged.

It is the hope of the State Department of Education that this endeavor will be helpful in future decision making directed toward the ultimate goal of improved learning opportunities for all children and youth in Florida.

J W Crenshaw

Joseph W. Crenshaw
Assistant Commissioner

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Greetings from Florida's Commissioner of Education

Verbatim Transcript of Remarks by **Floyd T. Christian**

I thought I would pass along a message which I have received on so many occasions in the hope that it might stimulate your thinking about the program you are now studying.

Without any question, the business and industrial leaders in our state and also the national leaders in business, industry and the professions in our country have stated often that something ought to be done about extending the school year and the school day for students. Repeating the old story that you have heard so many times, there is no rhyme nor reason why we have to start school the day after Labor Day in September and go to June and have that three month period when teachers are not paid and buildings are not utilized to their full capacity. Recognizing what Dr. Crenshaw has said about our Summer Enrichment Program, I agree for it is a good program. It has proved very useful in Florida and is a very worthy expenditure of funds in my judgment. But, I do believe that now is the time to give every possible thought toward trying to do something with this type of program -- the extended school year.

Industry and business want to know and they keep asking, "Why haven't you gone to a longer school year?" "Why is it that you have to start at 8:30 and quit at 3:30?" "Why can't you start earlier and teach longer?" "Why can't you open schools at night?" "Why can't you have the resource teachers, the librarians, and other services available to adults and out-of-school youth?" These questions are asked often of me, and of course, we are interested. You don't have to tell me as a practical administrator that this can be easily done, because I know it is much easier to say to you, "Let's do it," than it is to put it into effect. Even more importantly, it is better to plan for it -- to plan for it wisely and perhaps, to space it in time so that we can do a much better job in evaluation and prove that it can be done.

I think the time is right both in the Legislature and in Florida to make some progress, to stop talking about it now, though I do not mean to stop planning, and to put some action into it.

I talked to the school superintendents yesterday morning and asked them to see if we can get some schools to start this program in our state. Perhaps we can find some money to help those who are willing to try. But we are not going to get off of this dead center unless we get a group like you actively looking at the concept and the way in which it can be done.

So, I really came over here to say a couple of things to you. In every place I go in our state I am asked, "Why don't you do something about this subject?" I recall that we started a study on this four or five years ago. We have not moved any further than that study to my knowledge. We are still studying. I want to see out of this conference how I can be of help to do something about this for our state. I promise you my cooperation in every way I can, realizing full well, that it will take money, it will take effort, and most importantly, it will take courage on the part of some people to say it can be done. Now I have never found anything yet you cannot do if you really set your mind out to do it and want to do it. I am not here asking you to do something that is educationally unsound. I know you know me better than that. I think it is educationally sound and the people of this state want it and they are asking for it. Three bills have been introduced in the Legislature. It would be a real source of inspiration to me if I could take to them a report of this conference that you here in the State of Florida want to do something about this subject.

So, I wanted to come over and say that I appreciate your attendance here and your interest in this area. I hope your attitude will be positive and that a great deal will be accomplished as a result of this conference. Thank you.

The ESY Concept: Administrative and Instructional Considerations

Dr. Ralph B. Kimbrough

In this conference we are interested in considering the feasibility of the extended school year, all-year school, or other terms used in reference to the year-round operation of schools. There will probably be an argument about the differences in an all-year school, extended-year school, or year-round school. Fifteen years ago I directed a thesis on this subject. The concept of an all-year school was sort of a curiosity to us at the time. At that time the all-year school and the staggered four-quarter plan were almost synonymous terms. Few people were inclined to consider any other type of school calendar. When one talked about an all-year school, he talked about the traditional, staggered four-quarter plan. With the multitude of year-round plans available today, the traditional four-quarter plan is one of the most unworkable plans proposed. I no longer consider it as a feasible plan.

Personally, I think that from the pressures of which Commissioner Christian spoke today, we now have a renewed emphasis on all-year operation. This emphasis is probably for different reasons than those prevailing thirty to forty years ago. The emphasis during the depression days was upon economy. The all-year school was emphasized during the post-World War II days for a variety of reasons. There was an impending shortage of school plant facilities. Costs of education were rising. More recently, we are coming around to a more sensible reason for an extended year. That is, the all-year school does have some educational value. It is not just something we should consider to save money, although that certainly is one of the criteria. The year-round operation of the public schools is necessary for meeting the educational needs of an urban society.

We are in a fortunate position now whereby we can break out of this idea that we have to consider only the old, traditional, staggered four-quarter plan. You are going to get a good idea of the alternative all-year plans tomorrow when Dr. George Thomas talks about the numerous schedules available. He is performing a service to education not only in his own state but to the nation by presenting all the kinds of possible alternative plans that might be available to us. You may be as confused as I am as I look at all of these alternatives. It is almost like going through a supermarket having to select from the plans proposed the one that you feel is the most feasible for your school system.

We now have more information than we have ever had in regard to the types of alternative plans of all-year schools. We have had numerous feasibility studies. The literature is extensive, although little of it is supported by basic research Some of the plans have been tried in a few school systems. I feel the adoption of year-round schools is a more critical decision than many educators think. This is not a matter of just adopting a new calendar of operation. We are talking about a completely new concept of schooling.

During the next few minutes I am going to discuss some considerations that you should use in making a decision to try one of the proposed alternative plans.

Consideration One: What Influence Will the Plan Have Upon Curriculum and Instruction?

What kind of curriculum and instructional program do you want? What kind of extended-year plan will best accomplish what you want to do? Most of those persons who have advocated the traditional four-quarter plan have ignored its influence on instructional programs. In fact, the assumption underlying the plan is based on operating a traditional curriculum with less money. As most people discuss the plan, there is no intention whatsoever in instructional program changes. I think that the Atlanta Plan, which you are going to hear about, is intriguing, because for the first time we have some educators who have dared to abandon the Carnegie Unit. We have been tied to the concept that you have to use the Carnegie Unit. In our Polk County Feasibility Study, we talked about abandoning the Carnegie Unit, but we did not give this serious consideration in our report.[1] Perhaps this is an opportune time to try to build a new way of counting the accumulated formal education in high school. In effect, the Atlanta Plan is an extension of the collegiate concept of education into the high school. Thus, the plan is quite different from the traditional, staggered, four-quarter idea. In adopting all-year schools we should not take the program we have and chunk it into a different type of calendar. We should look at the new way to organize our program and adopt a calendar that fits the purposes of the program.

Consideration Two: Acceptability of Plan by Community

Although the instructional program, in my opinion, is the most significant consideration you are going to have to make, we cannot ignore others. How acceptable will the plan be to parents and other citizens in the community? We know that any innovation in education has to be acceptable to the parents, in particular, and perhaps, as the students get more active, we must give them more consideration than we have in the past.

In the Polk County Feasibility Study we found that the parents would not support the traditional four-quarter plan. They would accept a modified summer program. I doubt whether the most highly organized political activity would have led the people to accept the four-quarter plan at the time of our opinion survey. Now, when I talk about the four-quarter plan, I'm talking about a rotating or staggered one. A difficulty of rotating is that only three-fourths of the students are in school at a particular time. In effect, what you are doing is running four schools in one. You have four sets of students, four sets of teachers, four transportation schedules, four sets of everything.

Any plan that we consider adopting must be acceptable to the leaders of the community. There is something that we can do about public opinion. We do not have to assume that we must find a plan that the people, many of whom are uninformed about education, will accept. Political opinion is the result of political activity. Educators can have an influence upon public opinion. At the same time we must realize that some of the plans will be more readily acceptable and more easily sold than others. I doubt whether some plans could be sold in some school districts within a specified period of time.

We must at all times realize that the permanence of any educational innovation is dependent upon wide acceptance among the citizens of the community. In the case of the all-year school plans, the opinions of parents are very important.

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[1] White, J. B., *et al*. *Year-Round Schools For Polk County, Florida*. Gainesville: Florida Educational Research and Development Council, College of Education, University of Florida, 1966.

Consideration Three: Acceptance of Plan by Profession

No longer can we afford the luxury of assuming that teachers can be pushed around like putty. Teachers' opinions must be considered. They must be given an opportunity to participate effectively in whatever plan we consider. Therefore, a successful all-year school or extended school must be a part of the hearts and lives of the professionals who are really going to carry it out.

I might add that teachers must be protected from exploitation by the adoption of additional terms. For example, some persons are going to propose plans which will not compensate teachers fully for the additional teaching time demanded of them. We should not consider panaceas built upon false concepts of economy by chiseling teacher salaries for the additional time demanded.

Consideration Four: Can The Plan Be Administered?

There is not any sense in adopting a plan that is an administrative nightmare. Often professors and interested laymen promote plans that are not feasible. They work them out on paper; they look good. (During World War II we had the submarine problem with the Nazi. The Department of Defense arranged for expert consultation. They met with the experts in an all-day meeting at the Department of Defense. Finally one of the experts said, "I have the answer to the problem. Drain the Atlantic Ocean and then the subs are immobilized". One of the admirals asked how to do this, and the expert replied, "I've only given you the answer; it's up to you to administer the program".)

I do not think you want to accept any of these plans that look good, as an answer, unless the plan is administratively feasible. Too little attention has been given to this aspect of the all-year school. In the past most extended-school-year plans were paper and pencil panaceas. Their advocates either borrowed a model from other fields or dreamed up one out of thin air and conjured up arguments to support the panacea. These were printed, quoted, and requoted. Many authors just keep quoting each other in these errors. The original author made errors and the errors are perpetuated right on down through the literature. There has not been enough research to identify the errors perpetuated in much of the literature. In our feasibility study in Polk County, we were startled by the demands of the traditional staggered four-quarter plan. The plan simply did not do what its advocates had claimed for decades that it would do. Administration of the plan is a nightmarish experience.

Consideration Five: The Schools Are Different From Factories

Schoolmen are not administering a free-enterprise type organization. Such an organization is one in which the client can accept or reject the organization and those who run the organization are free to accept or reject the client. A good example would be an industrial plant. The firm can sell merchandise to you or not sell to you, or you have the alternative also of selecting another company. If the company makes a merchandise that I do not like, I do not have to buy it. There is no harm done.

Now consider the student and school. A school has no such relationship with the client. The school is zoned and the clients must attend the particular schools in their area. Second, the school has no alternative but to enroll the clients who are in its attendance area. Since in the public schools the school cannot choose its clients and the clients have little choice in the school, the program affects everyone whether they like it or not. The students must attend. They cannot take-it-or-leave-it. The schools must serve whether they want to or not. Therefore, you cannot just take any model that you borrow from an industrial plant and, without any adaptation, expect it to be workable in the schools.

As a result of their relationships with their clients, schoolmen have a much more difficult task of establishing an effective organization than many other enterprises. They must serve within an extremely complicated milieu. Simple appearing organizations used for selected and willing clients become intricately complex when applied to the public schools where the clients are neither selected nor, of their own volition, willing.

We can illustrate the point by demands to adopt an extended-day schedule. Since factories operate three shifts, why not have the schools go on shifts? Adopting such a plan in the public schools involves much more complicated problems than is true of operating a button factory. Schoolmen are dealing with problems of transportation, extracurricular activities, remedial programs, the problem of serving different age levels, and many different family situations. Any program adopted in the school may interfere directly with the social life of the family which I, for one, consider very important. Frankly, I do not want my son attending the "graveyard" shift in school. Yet, if all the schools in my district adopt a factory organization, I am not free to keep my child out of school. In the factory the worker has a choice. If he does not like the "graveyard" shift, he can change jobs.

Consideration Six: Is the Plan Efficient and Economical?

We cannot ignore the responsibility to achieve acceptable levels of learning with the least amount of investment. We are violating a basic norm of society if we do not operate at high efficiency. This is one of the considerations that we must use in adopting the all-year school. I think that you can make a case for the fact that our agrarian oriented part-year school is not the most efficient organization that we can operate.

Moreover, we should not assume that greater efficiency and economy are realized by spending less for education. The most efficient year-round operation may cost more, not less, money. However, if by investing more funds we can greatly increase the rate of learning, we have the possibility of a more economical and efficient plan. We need schools that will solve the pressing problems of the cities. Perhaps the all-year school will help develop the kind of school that retards delinquency. If so, greater investments in longer operation of the schools will be more efficient than the traditional part-time schools.

Consideration Seven: What Legal Complications Are Involved in the Adoption of the Year-Round School or Extended-Year School?

The Minimum Foundation Law would have to be amended or any county going into this would take a financial loss in terms of dollars coming to it. There would be a need for legislation. There have been questions raised about accreditation. Although I wasn't able to find too much information about it, Dr. Thomas tells me that he sees no particular problem here if you offer comparable education quality in the new plan.

Other Considerations:

There are other considerations that I could mention, such as teacher training programs, complication of building maintenance, and transportation. Quite frankly, I think many of these are little problems, and we can solve them if we want to adjust. Someone questioned in this meeting whether the universities would offer programs for teachers in an all-year school. I think the universities will offer programs for teachers if there is enough demand. Now, we are often disappointed that some of the people in higher education are not as concerned as they should be. However, if the entire state adopted an all-year plan, the problem of teacher education would not be greatly complicated.

Arranging for a Feasibility Study:

I would not suggest that we adopt any of these plans on face value without very careful feasibility studies. Educators are sometimes prone to adopt programs without careful planning. We have to put a tremendous amount of planning into the extended-year school. No creditable organization would adopt any major change without very careful planning and feasibility studies concerning what the consequences of the change would be.

Our Polk County Study pointed out several things. There was the obvious insight that the traditional four-quarter plan should not be further considered for Polk County. Several plans--such as the variety of New York Plans, the Atlanta Area Plan, the Modified Summer Plan--were much more feasible. Alternative year-round plans may offer different degrees of feasibility for different school districts. When comparing Dade County with Holmes County, one can see that the kind of calendar for the extended year for Dade County may not be the most feasible plan for Holmes County. So, we must put tremendous effort into studying the feasibility of the plans. This is the only way that we will be successful.

Another warning that I have concerns our tendency to put new wine in old bottles. There is a tendency to consider the all-year school to be strictly an administrative change. This is not just an administrative change! If it is so considered, it will be less efficient than the part-year school. Remember, when we adopt the all-year school, we are adopting a completely new concept of schooling.

We have a tendency to hold on to old ideas of operation. For example, there is the old idea that you have to start school in September. You cannot adopt the concept of a continuous type of program and think of arbitrary ideas of starting and stopping times. Once we begin to get out of our old shell of the traditional school program and start talking about the continuous education, we can avoid many of the problems that loom so big in our thinking.

Our Willingness to Abandon Old Curriculum Concepts:

In adopting the all-year school idea, we must ask ourselves whether we are willing to try new curricular ideas. What are the consequences to education? For example, a plan like the Atlanta Plan represents the extension of college type organization to the public schools. It is a college concept of organizing educational programs in high schools. When I first entered the field of education, I studied about the Eight Year Study. Educators said that the colleges had not done too well by the high school. Through the Eight Year Study educators were fighting to "free the high school from college entrance requirements". Do we want the high schools to be more like the colleges? As you can see, such a plan may radically change the secondary and elementary education as we have traditionally known it.

The school system may adopt 220 days a year as an administrative arrangement; but unless you have teacher training programs, curriculum development programs, inservice preparation, the teachers may simply teach in 220 days what they've previously taught in 180 days. This is not very efficient! You must consider the year-round operation as a total package. This means that we must review any all-year plan as a radical departure from the agrarian school. We must plan from the ground up a frontier concept of schooling. In the process we may consider the feasibility of evolutionary versus revolutionary innovations. For example, we could throw out completely all that we have been doing in the agrarian oriented school and initiate planning from the ground up. A more evolutionary plan may be to adopt one of the proposed extended-school-year programs or to adopt a modified-summer program. Many of these plans assume that essentially the same curriculum will be taught under school district administrative arrangements.

Further, I believe that we should abandon the idea that any of these plans are panaceas for saving money. Most of them, at least initially, are going to cost more. (Why shouldn't they? In economy and efficiency you often get greater efficiency by spending more money).

Finally, after much consideration of the alternative plans proposed, I have come to the conclusion that we should abandon some of our traditional thoughts about school programs and begin to think as clearly as possible about what kind of programs we need for the future. Through intensive program planning we can move toward feasible organizations for the year-round school.

ESY Programs: The National Scene

George M. Jensen

After election to the Minneapolis Board of Education, an attempt to grasp the basic philosophy of the local system's public education program was made through a review of previous years' Board minutes.

Among a number of items to come to light was a proposal for year-round school made by Superintendent B. B. Jackson in November of 1918. This proposition made so much sense that, as a project for general research, copies of this suggestion (which, by the way, resulted in no action on the part of the Board) were made and distributed to a number of concerned individuals both lay and professional.

Several years of research and much private discussion in the community finally culminated in the formation of the National School Calendar Study Committee. The basic and underlying reason for establishing this group was a general conviction that as a result of our adherence to a nine-month school year we were wasting one full third of our established capacity to teach the youth of our community. This situation appeared to be indefensible in light of the greatly expanded need for educational capacity to meet the demands of today's world.

Our basic concerns were centered on four major areas:

1. The needs of the student in today's society.
2. Certain problems of the teaching profession.
3. The limited opportunities of community services dealing primarily with youth.
4. The fantastic growth of all expenditures for education and the resulting steadily increasing resistance on the part of the community to provide adequate funds through taxation to properly support our "stop and go" educational program.

The needs of the student are, of course, our primary concern. The present organization of our teaching program on a 9-month basis is failing today's youth in a number of ways. The once-a-year admittance policy is one of our greatest shortcomings. This method of bringing youth into the classroom might have sufficed in less sophisticated times, but in today's fast moving world it is causing more problems than it solves. Due to pre-school learning experiences, made possible by the proliferation of printed materials of interest to children, the radio, television, and frequent travel experiences of today's pre-school children, there has been created an entirely new kind of "raw material" for the schools to work with as compared to the unsophisticated pre-school youth of yesteryear.

The intellectual age span in most first grades between that of the youngest, least ready child and the oldest, most ready youngster is often from 5 to 7 years, while the chronological age difference is at most one year. We are currently expecting one teacher to cope with 25 to 35 beginning children possessing this wide span of intellectual development and deliver to the second grade a relatively homogeneous group all ready for further education.

With the youngest, least-ready child out past his depth from his very first day in school and the oldest, most-ready youngster bored stiff from his first day in school and all the variations in between, the teacher has an impossible task. She is expected to achieve uniform results with each child, using the same materials under the same classroom conditions during the same period of time, and it simply cannot be done. A year-round educational program with at least 4 periods for new student admissions, together with a much needed restructured curriculum, would go a long way toward solution and give each child a better break from the very beginning of his public school experience.

The divisive effects of today's world on the cohesiveness of the family have resulted in millions of today's children being deprived of the constant presence of the father-figure in the home. This has greatly accelerated the need for more male teachers in the elementary grades. This need cannot be met until we can offer male elementary teachers a full year's employment at a compensation rate competitive with industry and the other professions. A year-round school calendar is an essential part of such a situation.

As a student progresses into the upper grades, employment opportunities are a vital part of his educational program. It is impossible to offer large numbers of students such opportunities under our present school calendar. A year-round school program with vacation employment opportunities around the calendar is the answer to this gap in our educational program.

Learning doesn't stop when school closes in late May or early June. Vacation travel or other recreational experience are all a part of a student's education. Wtih today's "stop and go" calendar all this vacation travel and all these recreational experiences must be in the same three month period of June, July and August. A year-round program with a sequential vacation pattern would completely revolutionize and greatly broaden a child's vacation experience and consequent learning opportunities.

Recognition of the fact that certain youth "learn faster" than others and consequently need a continuous education challenge indicates that acceleration is often desirable. This can more readily be achieved through some kind of continuous or year-round and flexible school attendance the first time around. For them the 4-quarter plan or something similar is the obvious answer. It is much easier and cheaper to "do over" one-third of a year's work immediately after failing a quarter's study of a subject than it is to "make up" a full three quarter's failure during a remedial summer session.

Our second area of great concern is the quality of teaching in the public schools. The teacher is the very heart of any educational situation. A year-round educational calendar with compensation adjusted accordingly is needed both to attract the highest type of young people in the process of choosing a career and to hold in the profession promising and competent teachers who are tempted to leave it for financial consideration. A year-round calendar offering flexibility of contract periods would help hold many older teachers for whom a nine-month span of teaching is too demanding. Many such teachers would welcome the opportunity to teach say one or two quarters of the year rather than the full 3 quarters as is now required for regular employment and participation in retirement benefit programs. Such flexibility could introduce a new dimension into public school teaching--

paid sabbaticals for self-improvement. Under most forms of presently proposed year-round plans involving staggered or sequential enrollment patterns fewer full time teachers would be required to fully staff any district and some of the resulting savings in salaries and retirement program costs could be channeled into a sabbatical program.

The need for greatly expanded male teaching in the elementary grades, especially in the ghetto areas, can never be met without a year-round educational program offering at least optional full-time employment at a pay level competitive with industry and including corresponding retirement benefits.

We simply must eliminate the sorry spectacle of highly educated teachers, especially men, being required to seek temporary and often menial employment in the summer months because they've been "laid off" by the schools.

Our third concern is the impact of today's 9-month school calendar with its total inflexibility upon community services dealing with youth. In any sizeable community, and this is where our biggest educational problems are centered, there are a large number of publicly and privately conducted programs for educating and serving the needs of youth outside the classroom. An inventory of these agencies is a revelation to most people. Their problems of dealing adequately with youth and utilizing their physical facilities to an efficient degree are multiplied by our school attendance pattern. Either the agency must pyramid its programs on top of the many already existing school activities during the 9 months school is in session, or it must "gear up" for a short 3 months during the summer vacation period so it can work with children when they are out of school. We are convinced that a flexible 4-quarter year-round plan of sequential vacations for students would afford a far more effective way for youth-oriented organizations to benefit the student. No longer would the city's park recreational facilities be idle and unsupervised from Monday through Friday beginning in September and ending in June. No longer would the Y's facilities be almost completely idle during the same 9-month period. No longer would expensive summer camps be idle for all but 3 months in the heart of the camping season. No longer would the national and state parks be almost devoid of people except for June, July and August. No longer would the libraries be pushed beyond capacity at exam time as they now are.

It is our considered opinion that every community should inventory its total community capacity for dealing with youth and plan a school attendance pattern that would result in far more effective use of these services.

Our fourth concern is for the individual who ultimately pays for all the services we make available to youth-both the public schools and the other activities just mentioned. Our observation is that expenditures for public schools have been increasing much more rapidly than, for example, our Gross National Product. For example, from 1960 through 1966 our economy as a whole, measured by GNP, grew 42% but school tax money grew by 73%!

Many more school bond issues are going down to defeat at the hands of the voters than formerly. Last year voters rejected almost 38% of all bond levies for school purposes while the average over the previous 10 years was only a little over 25%. The interest rates on school bond issues is rising constantly, making new school-house construction more costly than ever--pointing up the importance of getting from our school-house investment the most efficient usage possible. This factor points squarely at some kind of full year-round scheduling and usage of both buildings and equipment.

With building costs up in the stratosphere, with per pupil expenditures up over 90% in the last 10 years and still going up, and with teacher salaries skyrocketting, it would seem very prudent, with the interests of the taxpayer at heart,to objectively examine the potential for savings in several of the year-round plans now being developed and advanced. Surely there is no sign pointing to a reduction in the total cost of education. All signs point to rapidly increasing costs. It would appear that future cost increases may well be held to a minimum through the adoption of some sort of flexible, staggered attendance, year-round school plan.

The National School Calendar Study Committee was formed to make these facts known to the public. In the past several years we have done much to encourage public discussion and understanding of this vitally important proposed educational innovation.

Developments on the national scene have, until recently, been slow to manifest themselves. The Committee has been monitoring these developments through the leading press clipping service for the past six years. When the service was first instituted a month's gleaning of the nation's newspapers for stories on year-round school, 12 months school, all-year school, etc., netted from none at all to 2 to 4 clippings. Last year, 1968, the average number of clips received from the agency was over 40. To date this year, our monthly average has been over 75, and from all over the nation, Hawaii and Alaska included.

This indicates a rapid increase of interest nationally, both on the part of the public as well as school board members and professional educators. The interest is especially high in New York State, Georgia, Michigan, Ohio, Pennsylvania, Maryland, Illinois, New Mexico, Arizona, Missouri, Kentucky, and California.

Permissive legislation has already been enacted in New York, Illinois, Ohio, Michigan and several other states. It is currently in bill form in a few others.

Our Committee records over the past two years indicate inquiries from well over 400 school districts which are in the process of studying the possiblilities inherent in several of the plans currently being advanced in both lay and professional media. As a result of stories in the Saturday Review, Reader's Digest, and Parents Magazine, the School Board Journal and Education Age, we've had inquiries nationwide from both teachers and students. Debates in high schools, and themes by the hundreds indicate student interest. Many teachers in quest of their doctorates have selected the year-round school as the subject of their theses. Newspaper editorials in increasing number, mostly favorable, indicate also the rising interest in this subject.

The first National Seminar on Year-round Education has just been concluded in Fayetteville, Arkansas, attended by school personnel and school board members from 35 states and counselled by educational leaders from all over the country. Although, as is often pointed out by schoolmen, the subject of an updated school calendar involving year-round school is not a new one; the interest on the national scale is certainly at the highest level ever and is increasing. The very fact that the State Department of Education is sponsoring this Florida Conference on the Extended School Year is proof that thinking people in education are aware of this interest and feel they may be able to solve some of their most vexing problems through doing something constructive to implement a workable year-round or continuous educational plan. It will call for the best educational leadership available in this State and elsewhere.

The Flexible System: An Educational and Economic Analysis

Dr. W. Scott Bauman

In studying the public school calendar controversy, the public supports an unbelievable number of diverse or conflicting solutions to the problem. If a public consensus exists at all, it is in a strong dissatisfaction with the traditional 9 or 9½ month school calendar. Because of the trend of future forces in our society, problems and public dissatisfaction associated with the traditional calendar are expected to increase. The school calendar problem can be solved only when the public clearly identifies and recognizes the social and economic forces which are causing problems in the educational system today.

As you well know, there is an incredible number of factors or implications associated with any change in the public school calendar. These forces fall into the area of curriculum, public finance, taxation, technology, school administration, economics, child psychology, and even parent psychology. Obviously, no one person can meaningfully and rigorously cope with all of these facets within a single speech. Therefore, within the time allotted, I will place special emphasis on the underlying economic, financial, and educational opportunities offered by a flexible rotational quarterly system.

First, I will identify what I believe will be the future major social and economic forces which will lead to a school calendar crisis. Second, I will briefly outline how a flexible quarterly system can, to a considerable extent, accommodate these forces.

One reason so little progress has been made in replacing the traditional calendar is that the public does not yet recognize the full dimension of the problems. What are these problems?

Cost of Education

First, total expenditures for public education are increasing at an incredible rate. In the six-year period through fiscal year 1966, annual expenditures of public elementary and secondary schools increased $10.6 billion to a total of $26.2 billion, or an increase of 68 percent.

Part of this increase, of course, is due to growth in pupil enrollment, which increased 35.8 percent over the ten years through fiscal year 1968. This national increase of 35.8 percent compares to a whooping 57.8 percent in Florida. However, an important part of the expenditure increase is attributable to an improvement in the quality of education and to inflation. The annual expenditure per pupil in the United States increased 91 percent in the ten years through fiscal year 1968; in Florida the increase was 90 percent.

It would be naive for us to think that these costs will not increase in the future. However, such cost increases will quite likely be less if the traditional calendar is replaced with a flexible calendar.

We know that at least half of a total school budget consists of instructional staff salaries. In 1966 this amounted to about $12 billion. With the adoption of modern teaching techniques which use visual aids, program learning, team teaching, ungraded learning, and laboratory and other specialized equipment, the productivity or effectiveness of the classroom teacher has been slowly increasing. However, it is probably too much for us to expect a rapid rate of improvement in teacher productivity in the near future in an occupation which renders a highly professional and personalized service such as teaching, but with one exception; that is, to increase the number of weeks of employment per year.

On the other hand, we are well aware of the growing unrest and organized militancy among the employees of public institutions and governmental agencies regarding their financial status. The average salary of the classroom teacher has increased 60 percent over the ten year period through fiscal year 1968 to a figure of $7,300. Pressure for substantial future salary increases appears to be intensifying all across the country.

Part of the justification for this pressure from the standpoint of teacher negotiating or bargaining groups is the comparison of their annual salary with those of college graduates in other occupations. In 1966 the average salary of a classroom teacher was $6,380. The average salary for college graduates in accounting and the physical and social sciences was about $9,000 to $12,000, or $2,000 to $5,000 more than that of teachers. In fiscal year 1968 the beginning salary for a teacher with a bachelor's degree was about $5,500. The weighted average salary for graduating men in all fields was about $7,800, and for women in the fields of general business and liberal arts it was $6,800.

Therefore, experienced teachers are paid about $2,000 to $5,000 less a year than people in other comparable occupations. School boards are quick to point out that the people in other occupations are employed all year around and that teachers who wish to earn an additional income may simply get a summer job elsewhere. Teachers are quick to point out, however, that there are not enough summer jobs or skilled work available to absorb 1.5 million teachers and to pay them this difference of $2,000 to $5,000 in the summer months.

A staggering economic loss in the United States results from the unemployment during almost one-fourth of a year of this large, highly trained professional group. This condition is indeed paradoxical, when a major solution to our war on poverty can be achieved by using teachers to educate those who are economically disadvantaged. This economic loss in labor productivity is estimated conservatively at $1.5 billion per summer. In the past, this economic loss was to a large extent assumed or absorbed by the individual teachers.

However, with intensification of collective bargaining efforts and with demands for an annual salary which is comparable to other college trained professions, large salary increases will probably continue to occur in the future, regardless of whether teachers are employed for a full year or not. This prediction is documented by the history of the American labor movement. If this occurs, then the taxpayers will have to pay for this economic loss or they will have to eliminate this financial waste by utilizing teachers all year around.

Another important economic waste results from the idleness of school plants and equipment. Many costs are fixed overhead; that is, they continue to occur all year long whether the facilities are used or not. A few examples of fixed costs are physical deterioration of school buses, depreciation of buildings, maintenance of grounds, technological obsolescence of equipment, and interest charges on school building bonds. These costs are increasing rapidly. In the six-year period ending in fiscal year 1966, plant maintenance increased $200 million, up 47 percent; fixed charges increased $792 million, up 87 percent; interest charges increased $265 million, up 54 percent; and capital outlays increased $1,093 million, up 41 percent. The average interest rate on school and municipal bonds in 1966 was about 3.9 percent. Now it is 5.3 percent. Obviously, as these fixed costs go up, larger economic wastes occur when a school system closes down in the summer.

Based on an analysis of these cost trends, we can conclude that a year-round school calendar would produce more educational output per dollar of tax revenues.

Shortage of School Revenues

A second major problem is that public officials are finding it much more difficult to get additional revenues to support the costs of the traditional school calendar. Public school revenues have been increasing disproportionately faster than total government revenues and faster than the growth of the economy as a whole. In the six-year period through fiscal year 1966, the economy as measured by GNP (gross national product) grew 42 percent, and total tax receipts at all levels of government rose 38 percent; however, school revenues increased 73 percent, from $14.7 billion in fiscal year 1960 to $25.4 billion in fiscal year 1966, or an increase of $10.7 billion. Next to national defense expenditures, public education is the second largest activity in the public sector of the economy. Despite this incredible increase in school revenues and educational operations, a large number of school districts are plagued with severely restricted budgets, a shortage of classrooms and personnel, and with occasional operating deficits.

In many communities, taxpayers are revolting at the polls against further increases in property taxes for the schools. In fiscal year 1968, voters defeated 37.5 percent of the school bond levies, which is up from the average of 27.3 percent in the ten-year period through fiscal year 1966. State governments have a major stake in local school financing. In fiscal year 1968, state government contributions amounted to 40.3 percent of local school revenues in the United States; in Florida, the state government contributed 43.7 percent. Therefore, state legislatures have become major partners in the search for additional financial support for local school districts. Greater pressure is being put on the federal government to share more of its revenues with state and local levels of government.

Future increases in school revenues will be impeded because of a reluctance or resistance by the public to approve tax increases. At least a partial solution to the problem of a revenue shortage is to more efficiently utilize the revenues which are available by the adoption of a year-round school calendar.

Knowledge and Technology Explosion

A third major problem confronting the traditional school year is the knowledge explosion. Valuable new knowledge and technology have been developed and made available at a fantastic rate, especially since World War II.

If the birth of Christ is used as a starting point, it is estimated that man's store of knowledge in the world doubled by the year 1750. A second doubling occurred by 1900. With a shift away from an agricultural economy toward an industrial system, man's knowledge doubled a third time by 1950. With the onrush of the scientific-technological revolution, knowledge doubled a fourth time by 1960. At the present, about 600 new books are published every day, and about 100,000 journals and magazines are published regularly.

Our country has benefited more than any other nation from the abilities to generate knowledge and then use it in creative and innovative ways. The nation has also experienced unusual material prosperity. In 1909 the United States had 5 percent of the world population and 15 percent of its wealth. Although it now has about 6 percent of the world population, it owns over half the wealth and receives 35 to 40 percent of the total annual income in the world. The success of our social and economic system is due in large part to mass public education which provides an educational opportunity for each of us to acquire knowledge, develop skills, and formulate a set of values, so we may enjoy a higher standard of living, and greater health and social well being. Within this context, educational outlays are not consumable disbursements, but should, in reality, be considered as capitalized long-term investments.

As to how well our citizens in future decades reap the rewards from this stockpile of knowledge is dependent upon their access or exposure to it. The children in each succeeding generation are becoming educationally more mature and sophisticated. Subjects which are now being taught to this generation in senior high school for example, were taught to the previous generation in college freshmen and sophomore courses. In addition, a flexible year-round school system can open yet another door for those pupils and students who can profit from a greater knowledge investment.

Active Urban Youth

A fourth problem is that the justification for the traditional calendar is incompatible with life today in American urban society. Historically, schools shut down in the summer so that pupils and teachers could perform essential tasks on the farm. In addition, the need for a formal education in a sleepy rural community was not critical because most children later worked as adults on the farm, in the home, or in other predominately unskilled tasks.

Whether we like it or not, today we live in a mobile, fast-moving urban society. Young Americans are more active and on the go. They seek instant solutions to their needs and aspirations; and when fast solutions are not forthcoming, they, at times, become impatient and frustrated.

The younger generation has time and energy on its hands. Many of our children are activists who want to be "turned on," and want to become involved in a relevant society. The minds of many children are either "turned off" or get "up tight" with three months of summer idleness. It would be most beneficial to our school age children, as well as to our urban communities, if the time and energy of our children were channeled into productive, stimulating, and rewarding activities which resulted in improving themselves or their society. During each quarter of a year, under a flexible, rotational quarterly calendar, some children in the student body would be attending regular classes, other students would be accelerating, others would be taking remedial work in order to catch up, others would hold temporary jobs in industry, and some would take a vacation.

If our children do not have the opportunity to be "turned on" to constructive activities, then this increases the possibility that they will be "turned on" to summer juvenile delinquency, including crime, riots, drug usage, and sex activity.

Poverty and Social Unrest

As a fifth major problem, we have a curious American paradox in the decade of the 1960's in which we have created public policies that emphasize the waging of an economic war on poverty and ignorance, but which exist along side entrenched public policies that wastefully shut down the very educational system that hopes to overcome the causes of this same poverty. Fortunately, this inconsistency in public policies is becoming recognized and, under the impetus of Federal funds, our educational system is being used, to a rather modest extent, in the summer months to help those citizens who are economically and educationally disadvantaged.

Another problem which has manifested itself in this decade is intense social unrest, especially among the younger generation. This generation is asking complex questions about the very foundations of our democratic society, including our system of justice, and our private capitalistic economy. As our society is changing more rapidly and becoming more complex, the school curriculum is finding it more difficult to cope with these questions within the time allotted. Consequently, some of our children and young adults are becoming confused and distrustful about what they refer to as the unwholesome American military, industrial, and political establishment. More time is needed to study the complicated political, economic, and social issues of today. The truly well-educated and well-informed man in our Western civilization is frequently the man who is understanding, humble, and tolerant, who can analyze problems, and who can discriminate between a leadership that proposes progressive solutions, on the one hand, and false prophets of hate, doom, and destruction on the other hand. Our society can be strengthened by an educational system which is given more time and an expanded cultural enrichment program.

A Feasible Solution

To summarize at this point, I have briefly outlined five major problems or forces which are simultaneously converging from different directions on our educational system. When these forces collide into the traditional school calendar, the resulting educational crisis will require a reformation of that calendar.

It is easy, and has become quite fashionable, to criticize the inadequacies of the traditional calendar. It is quite another matter to present a single, feasible solution to these problems that will be widely acceptable to the diverse interests of the public, including parents, students, taxpayers, teachers, and businessmen. One reason the traditional calendar hangs on is because the forces for reform are not being channeled toward a well-defined target. Public action is being dissipated like a shotgun blast. Various calendar plans are being proposed; however, each one tends to be operationally inconsistent with other calendar plans. This leads to indecision and no change, like several captains fighting to turn the steering wheel of a ship in different directions; the ship may end up continuing on the same course.

I believe that the best way to consolidate these diverse forces is to develop a comprehensive, though very flexible, calendar plan which provides the best compromise to the current conflicting objectives, and which provides the smoothest possible transition from the traditional schedule. While such a plan is urgently needed, it will take courage and determination to get it adopted.

I believe that a flexible rotational four-quarter plan comes closest to being the best plan. What exactly is this plan? In order to avoid misunderstandings, let me define this flexible plan. To begin with, the traditional schedule could be described as a quarterly system in which all the students attend school for three quarters and have a summer vacation in one quarter. Under the rotational four-quarter plan, the student body is divided into four groups or calendar cycles. Three of these groups attend school each quarter, while one group is on vacation. Each child attends school for three consecutive quarters in the same grade or class with the same teachers, followed by a vacation quarter. When this group of children go on vacation, their teachers are assigned to another group of children who are returning from vacation; hence, the utilization of the teachers, classrooms, and other facilities is increased by approximately 33 percent per year. Because the educational system is being used more intensively, certain types of variable costs will go up. However, certain types of fixed costs will remain unchanged, and because 25 percent fewer pupils are in school in any one quarter, certain types of annual overhead costs will decrease by as much as 25 percent. For example, if 25 percent fewer students are attending classes, savings would be generated by a reduction in expenses for plant operation, interest on debts, and capital outlays, because fewer school facilities and less equipment would be needed.

With a slight increase in the length of the school day, the schools could close down for an entire month, such as July. Since teachers would be employed 11 months instead of 9, a 20 percent increase in salaries might be considered adequate. This might be a reasonable adjustment from the viewpoint of the teachers, because it would in all probability represent more than could be realized from two months of summer employment. If a teacher were receiving $7,500 for a 9-month year, for example, then a 20 percent increase would be $1,500 making a total annual salary of $9,000 for an 11-month year. If the pupil-teacher ratio were to remain unchanged, we would theoretically need only 75 percent of the teachers formerly required under the traditional schedule. This would result in a savings of up to 10 percent of the total teacher payroll.

I estimate that the total savings generated by the rotational schedule would be 10 to 12 percent of total annual expenditures, or about $2.75 billion a year in the United States. I do not wish to dwell here on how these savings are calculated, because they are described in a published study that I made, and which is cited in your program.

However, let me make one small point here. Some educators claim that there is no net savings generated by the quarterly system for several reasons, such as:

1. Increased cost to air-condition schools.
2. Major cleaning and building repairs will have to be done at night or on weekends at higher overtime wage rates.
3. Additional administrative staff will need to be hired to handle the complex scheduling and to accommodate extended vacations of administrators.

The answer to this position is that other private and public organizations have solved these cost problems. The managers of industry and government found, long ago, that they could efficiently operate their organizations on a year-round basis; so why not public education?

Although the rotational quarterly plan is an efficient system, it does not go far enough in being the best compromise among public factions. Some people want children to have more days of school activities. Neither the traditional plan nor the rotational plan provides for this. Therefore, part of the savings generated by the rotational system may be spent to provide the additional flexibility which is needed. How can this be done? We must carefully examine the social and political environment, including the five major forces which I described earlier, as to how they relate to each school district, county, and state.

Also, we must examine the diverse objectives of the educational system. For example, the educational needs of a first grader are quite different from those of a high school senior; likewise, it is quite different between the bright, mature student who wants to accelerate his schooling during a vacation quarter and the slow-learner who needs remedial work during a vacation quarter; and, the needs are also different between the college-preparatory student and the vocationally oriented student. Some communities and states are wealthier than others, as it relates to the public support or burden of the traditional school system.

In designing a flexible calendar, consideration needs to be given to the differences of opinion among and between parents, taxpayers, and educators as to the right order of priority regarding these three points:

1. The personal convenience of parents to the school schedule.
2. The tax-cost efficiency of the schedule.
3. The educational needs of a wide variety of children.

I believe that a very flexible quarterly plan could possibly win over some of the support which presently is being given to other plans, such as (1) the traditional calendar, (2) the extended school year, and (3) the ordinary summer school program.

The economy and climate of Florida appear to be ideal for a year-round flexible quarterly system. Parents and school children would have a wider choice of vacation seasons. Industry would be able to stagger the vacations of employees over a larger number of months. When only one-fourth of the student body is on vacation in any one quarter, it will be easier for industry to absorb this smaller though continuous year-round supply of temporary workers. Indeed, the tourist industry would be more easily supported by student help which would be available in the Fall, Winter, and Spring quarters.

Here's the businessman's analogy to the flexible educational plan: Using computer systems, decentralization, and inventory control, the major car manufacturers are able to mass produce cars on a "customized" basis. The manufacturer has organized its operations in such a way that it can usually quickly meet the individual needs of many customers on the basis of model, hundreds of different accessories, and many different color combinations. Therefore, what is needed is a basic flexible plan that can be readily adapted to meet, at least partially, the needs of various states, communities, taxpayer groups, parents, and the various educational needs of pupils. While such a plan may be a bit complicated to administer, computers could be of considerable help in scheduling each child's program and each teacher's class assignment.

If we are convinced that there may be some real merit gained by a change in the traditional school year, where should we go from here? Since our educational system is a major public institution in the nation, action should be initiated at several levels.

At this stage, federal and state funds should be provided to allow and encourage selected school districts to experiment boldly with new calendar schedules, such as was done in the State of New York. Since the state government is an important financial partner in local education, state-aid funds could be used as an inducement and as a reward to local districts for innovations which try to improve the quality and efficiency of school schedules. Also, federal funds should be obtained for such purposes. State legislatures need to enact, as a minimum, permissive legislation which gives legal recognition to flexible school calendars. State-aid programs should give full credit to staggered enrollments in pupil attendance reports. Also, students in vacation quarters should be permitted by law to participate in school extracurricular activities, such as varsity sports, school band, etc.

Public acceptance of change is facilitated if aggressive leadership and guidance is provided by those professionals within whose field a change is needed. The public will more likely make intelligent decisions regarding its school system if it can study and observe the results of new ideas.

My proposal is not novel. Some schools now operate more or less on a year-round basis. But our conventional American elementary and secondary school system is the only major institution in the nation which fully functions about 180 days out of 365 a year.

The Four-Quarter System in Metro Atlanta

Reid Gillis

I want to talk to you about the four-quarter system in Fulton County, Georgia, specifically, and the school system in the Metropolitan Atlanta area in general. We have eight school systems in the Metropolitan Atlanta area that are considered members of the Metropolitan Schools Program. Seven of these school systems began implementing the year-round concept in September of this year. I am talking about a program that developed around the quarter concept: four quarters of equal time in each quarter. This is a secondary school program. In most of these systems we have grades eight through twelve in the high school.

I'd like to make one point very clear. Unless you follow me here, most of what I say will not make sense. I promise you that this is the philosophy behind the program; there is one purpose: THE PURPOSE OF THIS PROGRAM IS TO IMPROVE THE EDUCATIONAL OPPORTUNITIES OF OUR CHILDREN. It is NOT a program to save money; it is NOT a program to utilize the facility; it is NOT a program to schedule children into a space-saving master schedule; and it is NOT a program to allow flexible vacation patterns. It IS a program to improve the educational opportunities of our children.

When you change the structure of your school, then other things happen. We call them by-products. By-products of a program to improve the educational opportunities of children. In the Metropolitan Atlanta area we found that we had a nine-month school year and a summer school. We had a school year with an appendix of about six to eight weeks during which students attended half a day and paid a tuition. Students went to summer school programs, which had been designed forty years ago, to repeat courses they had failed during the year.

But a strange thing happened. We discovered, in investigating this program, that 25 per cent or more of the high school kids in the area were going to summer school BUT that 70 per cent of these summer school students were taking new work. This summer school was no longer a place for kids who had failed and needed to repeat courses. It had become a place for the kid who really wanted to improve his education; to take advance work; to get ahead. So the basic rationale at this point was to develop a program that would give kids an opportunity for year-round education.

Now one or two comments about the physical structure of the plan. First, it is an optional program. It is NOT a mandated year-round school program. Three of the four quarters are required. During this first year of implementation we had to require the first three quarters allowing the fourth one to be optional. But when it is fully implemented, financially, the program provides for the student to choose the quarter he would stay out. Now we have changed the physical structure of the school year, but we haven't done much to improve educational opportunities for students. The only thing we have done is allow them to go to school at different times.

You can have curriculum revision without a twelve-month, four quarter, multiple trails, or still another kind of program, but it is impossible to have a new school structure without curriculum revision. You simply cannot expect to teach the same old package in a new envelope. It is necessary to change the content, methods, procedures, course objectives, and opportunities.

It didn't take a genius to divide the year into four parts. We immediately saw that the problem was to develop a curriculum to meet the needs of the child; to accomplish some of the things that education has strived, for years, to do; to attempt to reach some of the basic goals of education.

In thinking about the new curriculum we said that the main purpose was to improve education. It seemed to us that a four-quarter school year would be a good vehicle to operate a program that would be significant and meaningful to our children. In 1965 we began work on a new curriculum and set the implementation date for September, 1968. Thinking of the new curriculum, we went into a structure of inter-system committees. The steering committee provided basic instructions for developing a program of this kind. They began to develop a quarter concept in the curriculum using terminal quarter courses which were nonsequential when possible. When developing new content, they held the child up, saw what he needed, and developed a course to meet those needs. The point was to think in terms of NOT GIVING Carnegie Units of credit; to think instead in terms of another kind of credit.

When these programs started to develop and committees began making reports to the steering committee, we found that 70 per cent of the total curriculum had been taken out of sequence. For example, it is no longer necessary to schedule a student for one year of English. The student takes that quarter of English, then another. When he passes the course, he receives five credit hours. So we went into the credit hour structure. It seemed a little ridiculous at first to talk about needing 375 credit hours for graduation. It took time for us to really get involved in the concept and to accept it, but we did and it does work beautifully. It is not only a concept in credit structure; you can also match this with curriculum offering and have a course for two days or for three days a week in order to accumulate the appropriate number of credit hours.

The basic idea there was that we just completely abandoned the old concept of curriculum and developed a new one. For example, since English was traditional, we thought it would be the last subject to break down in this structure, but as the programs were revised, it was the first. People in the English Department developed a program of some fifty-five courses from their findings! They offered everything from a very dynamic reading program for the disabled reader to a sophisticated course in tragedy of drama for the upper grade student who wanted an in-depth study of Shakespeare. We had a basic requirement of fifteen quarters of English. Seven courses were required and the remaining ones were selected from a large group of elective courses which meet children's needs and interests.

Mathematics was a repetition of the same experience. We had the normal math program of basic math, algebra, geometry and algebra, then a trig, algebra and calculus course at the advanced level. These people in the Mathematics Department came out with nearly forty-five courses in the field of mathematics! They presented everything from a course for the kid who can't manipulate numbers at the eighth grade level up to courses in probability and creative mathematics for the interested student. These courses were developed in conjunction with Georgia Tech and MIT. Now, think in terms of putting these math courses on a continual basis, and put the child on the right track related to his interest, ability and ambition. Put him in the math course where he belongs, take him from where he is and move him as far as he is able to go through his high school career in the field, or as far as he wants to go. This is a significant point: as far as he wants to go.

All of the disciplines developed their own course structures and we came out with this tremendous number of courses. Now this is where I usually lose principals: when I talk about scheduling these kids into a program with all these courses. Let me make this quick point: You don't have to schedule your school into all these courses. There are two significant things here. You can schedule the individual student into programs that more nearly meet his needs, or you can take a high school and reschedule it into a system having a specific program to meet the needs of that particular high school. We have seventeen high schools in Fulton County and we can have a completely different master schedule for each one of them--a schedule to meet the needs of that one high school. We have developed these courses and put them into orbit around the school system. When the courses are developed, the materials identified, characteristics of the teacher to handle the course detailed, supplementary materials identified, the objectives, methods and course guide completed, and when a principal has a group of kids meeting the characteristics and needing the course, all he has to do is pull the course down and teach it. Since it is only one quarter in duration, he can then turn that one loose and pull another.

Now principals who didn't leave when I started talking about all these courses usually leave when I say that in Fulton County we will schedule every child every quarter. We have completely new master schedules in which we preregister and reschedule students every quarter! Without going into great detail, I'll just say that we let the students schedule themselves into classes. The principals worked out this procedure and it works beautifully. Now you cannot implement a program that is meaningful and that meets the needs of the child unless you schedule every quarter for every period. To meet children's needs and to improve educational opportunities, you must reschedule, and this is what it means: If the student takes an English course and fails it, he has two choices: to reschedule it or to schedule something else that would more clearly meet his individual needs. He and his teacher or counselor should decide what courses he should attempt, based on his interest and performance. Obviously I am not talking about a program whose objective it is to save money, and this is the approach we have taken.

We were talking about improving educational opportunities. Remember that I said we needed 375 credit hours for graduation. If a student goes to high school for five years, grades eight through twelve, three quarters per year, he can graduate in an academic program and meet the entrance requirements of Georgia Tech, MIT, or any other school. But if he so chooses, he can take thirty-two more courses by utilizing the fourth quarter. This is the point at which educational opportunities begin to improve.

The approximately seventy-five consultants from the leading colleges around the country who came into our system to help develop this curriculum were impressed with the fact that this was possibly a solution to the drop-out problem. You can see that when you are able to reschedule a child at the end of sixty days, you can evaluate him and get him into programs in which he can achieve goals. As a counselor and a principal, I never knew a student in high school who had the ability to achieve a little bit who became an academic drop-out. Now there are other reasons why kids drop out, but the academic drop-out includes the basic and largest number of drop-outs. You see, they got hung up in the system in the past. It was impossible to get them out of school because of the semester system or the Carnegie Unit, or perhaps another reason. The child began failing early and continued until he became sixteen, then he walked away. The sad thing was that he had mentally dropped out two or three years before, but laws prevented the physical part of it till he reached the legal age. If we can manage to design programs to meet the needs of the child, and get the right children into these programs, you can see that this little guy who has never been able to achieve anything in school before, may obtain some personal satisfaction and not become a drop-out.

Coupled with this concept of the optional quarter is the idea that the kids who could not get jobs in June could have the opportunity to work if the labor force they represent could be distributed throughout the year. I had a businessman call me one day, after a short presentation and say, "I could employ two high school students and give them full-time employment, a quarter at a time". This is what we are talking about with an optional attendance program. You can redistribute this force and give many of these students year-round employment. Industry and the businessmen in the Atlanta Metropolitan area are excited about this possibility.

Of course, there are many other by-products of this kind. When you open it up and achieve flexibility, abandon the Carnegie Unit concept so that kids have more freedom to come and go, you can do nearly anything you want when you are working out your scheduling procedures. It gets involved in scheduling patterns. It gets involved in colleges. How about the college concept? The reason kids can't get into the college of their choice is because everybody goes to college in September. That's because high school kids graduate in June. If you have kids graduating at the end of each quarter, or leaving school when they meet graduation requirements, they can go to college at the beginning of the next college period. Admissions officers from colleges around our area are very much interested in knowing when we are going to get this part of the plan implemented. To them this is the salvation they need from the crowded college classroom. After the first quarter, they say, they have empty beds by the dozen. Girls get homesick; boys flunk out; there is a mass exodus! They say they can't fill these empty beds till the summer term, and the high school four-quarter system would solve a large part of this problem. When you get the community structure changed, then all these things happen as you go down the line.

I am going to stop now and answer your questions.

Q. Can you tell us why you chose the high school system rather than the elementary?

A. For several reasons. Since the high school was in the period discipline concept already, we thought it would be easier to work with. A more significant reason was that if you take the elementary school and build an open program with responsibility and participation on the part of the student, then move the child into a high school that is structured like the old conventional high school, he is likely to become frustrated. So we decided to do it the other way around: Develop the high school structure first so that we could move kids into the program at the eighth grade level rather than accustom them to it at an early age and then put them back into the other, older system.

Q. What do you do with the faculty? Do you put them on a twelve-month basis?

A. No. The faculty in Georgia is paid on a 190-day contract although they receive 12 checks. The teachers who teach the optional fourth quarter will be paid an additional salary for working that period. Some teachers in some systems are being put on 12-month contracts for special reasons, for special programs. But in our system the teacher who is still on the regular contract will be paid a prorated amount for working the fourth quarter. The formula is worked out by the Georgia State Department of Education.

Q. Does it take fewer teachers to operate this system?

A. No. It doesn't take fewer and it doesn't take more. The teachers who teach the fourth quarter will be the ones who taught the other three. We sent out a notice to all teachers who would like to teach the fourth quarter asking them to so specify. As we expected, we had twice as many positive responses as we will be able to use.

Q. Do the kids going to school during the optional quarter have to take a full course load, or may they take less?

A. They may take an optional program. After they have attended full three quarters, they will have met state requirements. Then they may take whatever course load they wish during their fourth quarter.

Q. Has it increased the number of counselors required?

A. This program or the way we have it structured in Fulton County will put the counselor back into the counseling business. Our pre-registration procedure provides for teachers and students to work together to develop the student's schedule for the coming quarter. Here we use the rationale that a math teacher, for example, is in the best position to counsel the student into his next math course and the English teacher to counsel the student in the next English course and so forth. Therefore, the counselor is used to work with those knotty problems that cannot be solved in the teacher-student pre-registration situation. The reason counselors have such a tremendous job is that they are spending much of their working time with problems that could have been solved with proper scheduling. If you get students scheduled into programs in which they are able to achieve and where they belong, you are going to cut out the emotional problem related to the child who is trying to pass trig when he had no business in second year algebra! This is the kind of thing that will relieve the counselor and put him in the counseling business again. We have not hired additional counselors.

Q. Do you use modular scheduling?

A. No. We are investigating it, but if we decided to use it, it would be in the distant future.

Q. You said that the counselors were happy. How do the teachers feel?

A. To adequately answer your question, I would have to get back to the original planning. If our program has any success at all, it will be because we involved every teacher in our schools and talked to them individually, and formed working groups. When we got the course guides developed, they were surprised that we were as near their goals as we were. Consequently, the teachers tell me that when they walk into a classroom with the new course guide, with a classroom of kids that belong in that classroom, they feel as if they are really doing a teaching job. Teachers are willing to do this scheduling bit because they are involved in the original program that made it possible. They accept the opportunity to participate. The teachers were involved in making policies and developing the entire program. From the standpoint of curriculum, I'm not naive enough to think that all teachers jump up and run home every night to start to prepare to come back the next day! But I have really seen a professional teaching attitude develop in our school system as a result of this approach.

Q. How long are quarters and how much time is allowed between them?

A. Beginning in September, 1968, the first three quarters are each fifty-nine days with fifty-five minute periods. The fourth quarter is fifty-three days with fifty-nine to sixty minute periods. This provides the same time element in each quarter. Between the first and second, and between the second and third, we have two days which are used as teacher work days. During this time we reschedule our students. Between the third and fourth quarter we have about one week. We have retained the normal vacation periods such as Easter, Christmas and Thanksgiving, so that there is little time between quarters.

Q. Do you plan to get your elementary school program in this quarter system?

A. In our original proposal to the State Department in 1965 or 1966, we had to choose the high school first. But we also made a commitment to go to work on the elementary program just as soon as the high school program became implemented. We are immediately going into the study of curriculum revision in the elementary school and the vehicle which would be necessary to implement such a program. I cannot say that it will be a four-quarter plan, but in some ways we will have to dove-tail these elementary and secondary school patterns in order for the goals I have mentioned to be possible. We are going to work on this right away.

Q. What has been the enrollment situation with respect to the fourth quarter?

A. We do a pre-registration during the eighth week of each quarter. The quarter is basically twelve weeks long. This week in Fulton County we are pre-registering for the fourth quarter and simultaneously, for the first quarter of next year. Each pre-registration of these students going to the fourth quarter will be given to the principals whose schools will be open during the fourth quarter. Pre-registration for first quarter will be given to each principal who will then make out a master schedule. The projection for attendance in the fourth quarter is 25 per cent of the enrollment of the other quarters. And these kids are not attending, in all cases, to make up failed courses!

Rescheduling the School Year: Design and Facilities

Dr. George I. Thomas

Across this great land there is the low hum of voices rising in protest. If one listens carefully it is possible to discern several themes which, though seemingly unrelated, all point up to the need to institute some dramatic changes in the operations of our schools. Millions of children are going through the motions of learning in our schools with little actual success. Seeds of revolt are evident in high schools where youth have been deprived of their dignity and rights as citizens. Many of these protesters do not see a light on the horizon because few educators have been prepared to institute flexible programs in their schools. On the other hand, innovative educators stop introducing changes in curriculum or teaching techniques when they hear the voice of the taxpayer shouting, "You've had enough money, you can't have any more."

This voice, the voice of the taxpayer is getting louder and louder. It comes through radio, television and newspaper headlines:

> "Youngstown, Ohio closes schools for a month because it lacks funds.
>
> Amsterdam Board of Education votes to eliminate 31 teachers due to cut in State Aid.
>
> Scotia parents vote overwhelmingly against erection of new 4.9 million dollar Middle School.
>
> Parochial schools facing shutdowns unless there is a vast upsurge in public support for Catholic education in next few years."

Headlines such as these make one shudder because it is evident that children can be hurt by such actions. Unfortunately, educators have failed to consider other alternatives in their attempt to resolve the problems of educating the children assigned to them by the parents. For example, Rescheduling the School Year may be one answer to the need for more education, a better education and the release of tax dollars. Both public and parochial schools can benefit from some of the lengthened school year plans which have been developed in recent years. Unfortunately, there is a lack of understanding or a lack of willingness to explore some of the potential designs.

This is evident in many ways. Recently, an innovative group of educators began to explore the feasibility of a term rotation plan which can save them 60 classrooms next year. A superintendent of schools was ordered by his school board to examine the plan. He came, he saw and left exclaiming, "That's too complicated for me to understand."

Again, my assistant called a distant school administrator who had evidenced an interest in a new design which we were developing for an occupational training program. "Tell Dr. Thomas," she heard, "that we are so busy trying to find classroom space and dollars that we haven't time to talk with him." This in the face of our recent field studies which demonstrated our ability to increase the housing capacity of a vocational center such as his by fifty percent through equalizing time over a lengthened school year calendar. In one of the field studies we had also demonstrated how tuition costs could be lowered at least $100 per student while opening the door to more students, yet the local administrator hasn't time to talk with me.

Ladies and gentlemen, there is no one answer to the many problems our nation faces. So it is in education, however, I am convinced that many local problems can be resolved if lay citizens and educators want to put their heads together in an attempt to restructure their schools in terms of 21st century needs instead of following patterns of school organization which originated in the late 19th century and can no longer be justified in the light of the current social, technological and economic revolution.

While many of you may be primarily interested in our work from the standpoint of economy, it may be worth your while to consider the impact of some lengthened school year programs upon the role of the school in the light of the following quotations:

The Knowledge Explosion

The total body of knowledge accumulated since the dawn of recorded history until the year 1750 had doubled by 1900. Between 1900 and 1950, it redoubled. It doubled again between 1950 and 1960, and since 1960 has doubled once more.

Three-fourths of all the people employed by industry 12 years hence will be producing goods that have not been conceived.

Half of what a graduate engineer studies today will be obsolete in ten years; half of what he will need to know is yet not known by anyone.

This great knowledge explosion is a threat to the traditional school. Here school administrators and teachers often act as though the school is something apart from the world. Many of them would be content to ignore the social, economic, and technical revolution that is going on outside the school. However, it is doubtful that they can continue to do so for long.

There is a world outside our school doors that is clamoring to get in. If it does, our schools will have to change as the achievements of man in the communicative arts take over. New technological developments can now be applied to make the learning process easier. Classroom teachers can and should be combining forces with technology in order to individualize the learning process. In doing so they will find a longer school year is an asset that cannot be ignored.

Yesterday, I helped people familiarize themselves with the term, the extended school year. Today, I want to retract it and substitute in its place a new term, namely, The Continuous Learning Year. In the past, many teachers talked about continuous progress, but failed to take steps to insure students that they really meant what they said. We have now reached the stage where continuous progress has to become an actuality and not a cliche. If your school system falls into this modern category, then your approach to a rescheduled school year will be or should be much different from that of distant neighbors who are operating under a different philosophy of education. Barriers which once confounded the school administrator when he thought about rescheduling the school year can be and must be wiped out.

Repeatedly, my office receives letters and phone calls from interested citizens or educators from all over the country. As a rule they raise questions about the extended school year because of a local classroom space or dollar shortage. It is usually apparent that the questioner can see one possible solution to his problem, but he doesn't know where to start. How to give such an individual an answer is not always easy because we are accustomed to think in terms of four possible approaches to the Rescheduling of the School Year with several variations of each approach. This means we could readily draw up fifteen, twenty, or more designs to illustrate how to attack the local problem.

If you have the time, I would like to show you the transparencies or slides we have prepared to illustrate how and when new enrollment flow patterns take over or where one can anticipate potential savings or extra costs with different extended school year plans or variations of a given design. I'm sure that I could confuse you, however, by a brief outline I may help you to understand why I stress the need for a national task force to help study the feasibility of extending the school year in various types of schools and school systems.

Many of you are probably associating Year Round Schooling or the Extended School Year with a plan vividly outlined a year or two ago in the Saturday Review of Literature and then later in the Readers Digest. Reference was made to a staggered quarter plan commonly referred to as the Aliquippa Plan. Here the school year was divided into four three month terms with groups of children being assigned to a spring, winter, fall or summer vacation. This plan is often considered as the answer to the taxpayers dream because those lovely, expensive schools are actually in operation twelve months of the year. For many years I opposed the Aliquippa Plan because it only provided minimal education and because I am convinced that nobody can sell the public any permanent extended school year plan which is solely based on economy.

If the Staggered Quarter Plan appeals to you, it is possible to increase your plant capacity and reduce actual school operating costs, however, I would like to recommend the substitution of one or two alternate plans that will have an appeal to parents.

Try to sell the idea of a plan which calls for having twenty-five percent of a school's population on vacation for the months of January, February, and March in North Dakota, Kansas, and Nebraska where the snowfall is frequent and heavy. You may save some school dollars, but I wouldn't be surprised to find mental institution costs rising as mothers try to cope with children who have been given an extended winter vacation.

Recently, educators have shown considerable interest in a more palatable extended school year plan labeled as the 12-4 Plan. Here students have a series of monthly vacations at the end of a twelve week session of schooling. This plan can be sold if a school system is flexible, however, I have been recommending a much more palatable rotation plan which seems to excite teachers and parents who like to think about vacationing during the spring, fall and winter months as well as the summer.

Would you accept the following pattern?

The school year is rescheduled in such a way that groups of children attend school for eight or nine weeks and then enjoy a two week recess. When they return to school another group of children takes off for two weeks. This becomes a pattern so children and parents enjoy a series of vacations spread throughout the year. If you have never enjoyed the fall New England colors, you might consider the feasibility of a school calendar which makes tourism a year round business while providing children a respite from their school work before they get over fatigued.

If this design appeals to you, you can expect to release 20 to 25 percent of your class space depending upon the number of groups of children cycled through the new school year. The key to further economy will depend upon your philosophy of education. If you can accept true continuous progress as a goal, you can reschedule teacher time to release additional dollars and facilitate the administration of the program. In recent months three variations of this approach have come to my attention. Actually, we can restructure the school year to provide at least eight or ten variations of the rotating cycles, however, I recommend your consideration of the Continuous Learning Year calendar which provides approximately 200 days of schooling. It may reduce your dollar savings slightly, but you should be able to house more children while giving them more education at less cost than you are paying today for programs based on the agrarian 180 day calendar. Here the additional learning time is used to broaden and enrich programs with no thought of accelerating average learners.

A second approach centers around the concept of student acceleration to reduce school enrollments and consequently, school costs. In New York State a Legislative mandate authorized the State Education Department to explore the potential advantages or disadvantages of one or more extended school year plans which would, in effect, reduce the total years of schooling by one, if not two years. As a result, we modified some earlier plans and created some new ones.

Our trimester and quadrimester plans are unique in that we refuse to consider a rotation or choice of trimesters or quadrimesters. We insist that all children attend school for at least 204 to 212 days. In doing so we negate the old argument that parents can't take having children on vacation all winter long. In its place we raise the hackles of parents and educators who believe that we are rushing children through school.

My staff has continued to search for evidence that a gradual acceleration of students through the elementary or secondary schools will be harmful. Repeatedly, we have uncovered evidence that the modern child is more mature physically, socially, sexually, emotionally and intellectually, but we still find some people objecting to the acceleration approach. Actually, I insist that no attempt be made to save more than one year out of a 12 or 13 year school cycle.

If you are working with large numbers of so-called disadvantaged children, you should not count on acceleration to get the children out of school earlier. This was a misconception made back in Newark in 1913 and in New York State in 1963. It is possible to help these children reach higher rungs on the educational ladder, but their total years of schooling is not likely to be reduced through involvement in a lengthened school year program. The saving of one year of their educational life line may ultimately lead to dollar savings for society as a whole, but any immediate release of space or dollars is questionable. One possible benefit here is the reduction in the number of school dropouts.

Our trimester plan differs from the college trimester concept in that a mandatory or partially mandatory attendance pattern is a prerequisite if the new extended school year program is to become self-supporting. All extra costs and/or potential savings are generally calculated on the assumption that the children will work through a number of "E" (extra) trimester terms. These extra terms are considered a basic part of the design because they stabilize enrollment flow patterns at the end of 1 1/3 years or at the end of the fourth trimester. At the same time the "E" terms provide extra educational opportunities to all slow, average, or fast learning children.

The quadrimester plan is another acceleration design. Through a rescheduling of a lengthened school year, average students are able to complete the equivalent of a year's work in three of the four quadrimesters. If economy is a prerequisite steps must be taken to guarantee that more than half of the students repeatedly attend school for the full four quadrimesters in a given period of years. While the "E" term is again inserted to help stabilize enrollments the number of such terms is less than is found in our trimester plan. The recommended pattern of school organization will when implemented reduce school costs at the end of the ninth quadrimester. This means that transition costs are ended and savings can begin to be realized in the third year of operation.

A variation of the quadrimester plan went into effect in the greater Atlanta, Georgia area in September 1968. Since the acceleration feature has not been mandated, the Atlanta project may not be self-sustaining, however, a visit to the Atlanta area schools may be well worth your time. Here, we have one of the most innovative approaches to curriculum revision and school organization that you can find anywhere. Students are now able to work through three or four quarters of the year without having to work through the traditional sequential patterns. The work outlined for a 53 to 55 day period is complete, hence, progress can be individualized.

The Atlanta four quarter plan has many good features which should be adopted regardless of whether one wants to extend the school year or preserve the present pattern. It should not be thought of as leading to immediate dollar savings until pupil enrollments are stabilized, as they can be by insisting on a mandatory or partially mandatory attendance pattern. When this step is taken acceleration becomes a built-in feature of the plan and space or dollar savings become a reality.

Curriculum modifications such as the one introduced in the Atlanta area will help in the implementation of both the trimester and quadrimester plans. While not a prerequisite, it must be understood that teachers and students will have to work and think in terms of new time blocks.

The Modified Summer Segment stresses student acceleration through the introduction of full term or full year first time courses in a four, five, six, seven, or eight week summer segment. Pilot programs have demonstrated that students can achieve just as well in these compacted courses as students who spread their work over a full ten month school year. This design while easy to implement will only produce dollar savings or release space when steps are taken to guarantee that a designated percentage of the schools enrollment will take the summer courses in order to accelerate.

So far the acceleration programs have all emphasized a restructuring of the school year at the secondary school level, that is grades 9 to 12, 8 to 12, 7 to 12, or grades 6 to 12. If one is interested in saving space at the elementary school level, a school board may want to introduce the Continuous Progress Elementary Extended School Year Program to its constituents. Here elementary school children work through an eleven month school year or one providing some 205 to 210 days of continuous learning. In such a program the children stand to gain from continuity of learning experience over a new time line. One added advantage lies in the fact that much of the summer regression is halted, if not stopped.

Pilot programs have shown that physically handicapped and emotionally disturbed children need to take part in this type of program, however, nobody should plan on immediate dollar savings for an extended school year program involving large numbers of disadvantaged children. For many such children, especially the culturally deprived and the physically handicapped, the dollar savings may be deferred savings which accrue to society from the saving of one or more years of a child's educational life line.

The institution of a summer school program may be considered as a third approach to the Rescheduling of the School Year. Actually, it is a back door approach and will not directly release space or dollars. In most school systems, summer school costs are added to regular school year costs without leading to direct savings in either space, dollars or teachers. School administrators frequently appeal for financial support of a summer school program because it does little to rock the boat during the regular school year.

This is evident in many school systems where remedial, makeup, or so-called enrichment programs are offered in the summer. In a sense, like many recent Title I or Title III Projects, they become appendages to the regular school year without forcing the teachers to modify their individual programs during the regular school year. Often they are aimed at selected students. In many cases tuition is charged or transportation is left to the option of the parent. In many communities this can lead to discrimination.

Many people have not heard of the fourth approach which has been referred to as the Multiple Trails Design. It is different from all other approaches because it does not depend on term rotation or acceleration to achieve desired goals. This is one of my favorite lengthened school year plans because the ultimate variations which we refer to as Stages IV and V can lead to my school of tomorrow.

The simplest variation of the Multiple Trails Plan may be designated as Stage I. Through rescheduling the student and teachers day on the basis of equalizing current learning time over an extended school year, it is possible to increase a basic classroom capacity by 25 to 37 percent. This space and a corresponding release of student and teacher time becomes available immediately at no extra cost. In fact our field studies which call for a rescheduled teacher day and/or week show dollar returns can also be realized immediately as well as the space.

The Multiple Trails Plan will have its greatest appeal to educators who have innovative tendencies. The traditional or less flexible school principal or teachers may not elect to move beyond Stage I, however, with inservice training and guidance some of these teachers may find it desirable to work towards Stages IV and V where students work through a very highly individualized program based upon continuous progress up or along a series of learning traits, i.e., the science, social studies, math, or language arts trails.

Teacher time, pupil time, and space are considered as resources which are released through the time equalization progress. They are deposited in our hypothetical Educational Reserve Bank where they can be drawn upon to meet individual needs or interest in Stages II and III. The resources set the stage for the introduction of new learning or instructional programs.

Stage II draws time from the Reserve Bank in order to allow students who want to accelerate to do so. In this case savings may be postponed. In Stage III students draw upon their reserve time to meet their special individualized needs. For some extra learning time may be used to broaden or enrich a student's background. For others the time may be required to complete minimal programs, to obtain remedial or corrective help or to begin to take part in more self-directive learning activities requiring independent study. Acceleration activities are played down in all stages except Stages II and IV. In the latter case the decision to accelerate becomes one of the staff whereas in Stage II the decision to accelerate is left to the individual student and/or his guidance counselor.

The Multiple Trails Plan calls for greater flexibility on the part of the teacher and the school administrator. They must be prepared to assume new roles when the nature of the students' day or the teachers' day changes. For example, the typical Jr. High School student who currently has seven daily classes or a potential 35 preparations a week could find himself with considerable free time on his hands as he begins to work through a weekly schedule which limits him to 4 or 5 classes a day or 20 to 21 classes per week.

His "E" time or free time becomes an asset which must be or should be utilized along different lines than he may have ever worked in the past. However, with new unit approaches and multi-media he may need the extra time to progress into fields of study which interest him or are basic for continued progress in tommorrow's educational world.

Similarly, flexible teacher schedules can be developed that open their day to team planning, curriculum development, and educational research. In the new schedule a secondary school teacher may go from 25 preparations per week to 15 preparations in Stage I and to 18 preparations in Stage II. In some of the more innovative Multiple Trails teacher schedules it is possible to free an entire teacher's day or two morning or afternoon sessions to curriculum work, field trips or research types of activity.

All recommended acceleration plans will require first instance money since it is necessary to pay teachers for at least a months extra service. While teachers in the Multiple Trails Plan will also receive extra compensation, savings realized through staff reductions will more than cover all extra school year extension costs. This is especially true in the Stage I and Stage V patterns, however, some allowance may be made at the start for inservice training work or special curriculum development activity. As a result we stress the need for planning inservice training funds in every budget for an extended school year program based upon a rescheduling of the teacher day, week or term.

In this brief review I have outlined directions that a school system may want to pursue if it is serious about wanting to realize desired educational or economy goals. Because some of the designs are complex, the administration and/or school board may need help. As a result I have been recommending the formation of a national task force or study group which could assist the small or large school district in the identification of problems or procedures which should be followed. If you see the inherent value in some of the extended school year plans recommended for consideration, I would appreciate your sending a letter to Washington in support of a national task force which could provide leadership and even financial support where first instance money is desirable.

In a few weeks we should be able to facilitate the selection of an appropriate extended school year design through the use of a new computer program. A contract is currently being completed which will enable us to project a school's enrollment for some 3 to 5 years. We shall make our projections in terms of past attrition ratios, current teacher-pupil and current class-pupil ratios. By feeding this data into a computer plus essential information regarding teacher salaries, operating costs, debt service charges, etc., we can project future costs or savings to show the advantages or disadvantages of a given extended school year plan. It is anticipated that 15 to 20 minutes will be required to complete such studies. Our present plans call for the use of a portable console which when plugged in will give us access to a Master Computer that has been programmed to show dollar costs or savings. Later on we may be able to show educational advantages inherent in selected ESY programs, but this will take time.

As you can readily see there is more than one path to the goals of economy, space, and a more effective pattern of education. Each school system should select the plan or design which is suited to its needs or goals. Once this has been done, it is essential that teachers and parents be involved in the planning processes. If your public runs true to form, you can expect some vocal opposition the moment the general public hears about the prospect of a lengthened school year. It is therefore essential to maintain good relations with the news media. Radio, T.V. and newspaper reports can be your allies so it helps to alert them early to your plans. If they intend to do a story, as they will, a good preliminary briefing is important since confusion or a misunderstanding by the reporter can easily result in a broadcast or news story that will mislead the public.

Opposition comes from many sources. Frequently, it comes from well intentioned parents who are afraid that children will be hurt by a longer involvement in school work. Often complaints will stem from a fear that the school is taking the child from the parent. Here, it is important to try to distinguish between the righteous mother trying to protect her family and the individual who mouths an emotional appeal to protect a vested interest. Unfortunately, there are many of the latter who will help organize a group of opposing parents.

Considerable opposition will come from individuals who express a real or fancied fear about vacation. Don't overlook the importance of this issue. Failure to communicate with the parents on the vacation issue can create problems. Unfortunately, many educators fail to realize that national vacation patterns are changing to the point that an inflexible school calendar is interfering with parents who desire to take vacations between September and June.

Years ago the Superintendent of Schools in Nashville, Tennessee said, "We can demonstrate that our program is more effective than ever, but we can't beat the vacation issue." Back in those days summer was the only time to travel. Today the picture is changing. Consider, for example, the impact of the following statements:

1. Businessmen and their families, nurses and shopkeepers, lawyers, and physicians, vacationing policemen and college students--they make up the country's ski population which is estimated by the United States Ski Association in Denver as being between three million and five million people and growing at a rate that will put ten million more Americans on skis within the next decade.

2. Ski Industries America reports a 50 percent increase in expenditures on skiing activities in the past five years.

3. Another attraction is the snowmobile. Areas which were beyond reach in mountainous areas after the first snowfall are now easily accessible via this new attractive method of transportation.

4. A survey of vacation patterns show that 51 percent of the people currently take their vacation in the summer, 14 percent take them in the spring, 12 percent in the winter and 23 percent in the fall.

These figures show a willingness or desire of many people to get away from their work or established routines throughout the year. If these individuals elect to take their children with them, the traditional school has a problem. Schools in Florida and Arizona have been adjusting to an influx of children during the winter, but resort communities in other states have not been as ready to accept tourist children in the summer, spring or fall. This has been evident in the opposition we have felt in the Catskills or Lake George area by those who felt that an extension of the school year into the summer would ruin their tourist business. Their schools could readily emulate schools along the Atlantic Seaboard which frequently have more students in their summer programs than are housed in the regular school year.

Another big question centers about air conditioning. Our research has shown that children learn as well in the summer as they do in other seasons. While I believe that all schools should be air conditioned since many parts of the country can be as hot in late May, June, September and October as others in July and August. Who says that schools should close during July and August?

When I am in Los Angeles in late September, sweltering in a temperature in the high 90's or low 100's, I wonder if their school calendar is the one brought to the gold fields on the coast by a Vermonter back in 1849, one that was dictated by the needs of farmers who probably couldn't get their gardens planted before the 4th of July.

Dollar savings from the school reorganization plans described can readily pay for needed renovations including air conditioning.

Some parents are concerned about the health of their children. Our research has shown that boys and girls are not harmed by the extension of the school year. In fact, three studies have shown that the regularity of school life may contribute to the maintenance of good health over the summer. This was evident in the School of Human Resources where every child in the ESY program was a wheel chair patient. Here the school physician said at the end of the summer.

> "The positive aspects of an extended summer school program, from a physician's point of view, are so great that I do not hesitate recommending that this should be standard operating procedure for any children with physical handicaps."

If these children can take the pace, the non-handicapped certainly can't complain.

Some individuals will stress the need for enrichment programs in the summer. "The children are tired of the same old things. They need a change." Here, I can concur, only I want to stress that a good school program needs to be enriched throughout the year. Children need field trips, movies, audio-visual aids, art, music, recreation, camp experiences, and a chance to work on individual research type experiences. These have to be included as a part of a balanced program, one that is based on the recognition that they are purposeful activities, essential to the realization of both short and long range goals of a school.

Not too long ago I was struck by the remarks of a Black Power leader when he said, "Why talk of a longer school year? Our kids have such a poor school that they would be better off if schools weren't open any more than 150 days a year." In a way he was right. His school was not offering an effective program. When I talk of an extended school year program, I want a good program, one that presents all children with a challenge throughout the new school year.

How to build such a program can pose problems. The transition costs of bridging the gap from a traditional school to a new innovative one can be high. In one community the school board has been given two choices. New schools can be built to accommodate an enrollment increase, but they will all operate in terms of the rigid patterns of the past. Having spent all available tax funds, there will be nothing left to support a new continuous progress program.

To achieve the latter goal, the school administrators are willing to forgo the new buildings. Through adopting a new lengthened school year program, it will be possible to house all of the children comfortably for several years. Money saved can be used to take out walls, renovate old buildings, install new lighting, air condition old buildings, purchase modern media, install a data processing system, provide an extensive inservice teacher training program and revise the curriculum in terms of a new educational objective mix. Faced with such an alternative, what would you do? My latest report leads me to believe that the school board will elect the extended school year plan.

I am convinced that many of the problems of educating children for the 21st century can be resolved, but only with some drastic changes. You may find it necessary to pass permissive legislation in your state before an extended school year program can be instituted. Attendance laws, minimum salary laws, tenure and pension rules and regulations may have to be modified. In some schools it will be necessary to re-examine the curriculum. In others it may be necessary to examine the nature of a teacher or student day. On the other hand, some school systems can adopt one or more of the possible lengthened school year plans with little if any change. Just what is done in your school district will depend upon the role you have assigned to the schools; to what extent are they run for children.

Can they or should they be limited to a pattern of schooling which, at best, provides many of them with little more than part time education? In view of tax pressures, you may feel that this is all that you can do for them. However, before you give up, why not take a lock at some of the ways to reschedule a school in hopes that one of them will provide you with the resources necessary to provide as good, if not better, program without placing new tax burdens upon your citizens.

The Florida State University School Plan

Martin Green

Because of the urgency of meeting today's educational needs, no one doubts the wisdom of attempting educational programs which give promise of improving the educational process and of increasing the efficiency of learning. The present relatively short school year and short school day grew out of the needs of a basically rural society and little thought has been given to lengthening the educational year to better meet the demands of a rapidly changing, technological, urban society.

Increased enrollment and increased stores of knowledge have placed new demands upon schools and schools must begin to respond to these demands. We can no longer defend the present practices of having our schools vacant during three months of the year. If we consider only the capaicty of our present facilities, we can increase these by a minimum of 1/4 if all the schools went on an extended school year program tomorrow.

The University School of Florida State University began a trimester operation in the Fall of 1964. The school's curriculum was to take on the following characteristics:

1. The entire school was to move into an upgraded academic structure—meaning that the child's academic placement or progress was a function of his achievement, not his age.
2. The program was to be geared to the individual's achievement and rate of achievement.
3. The curriculum was to be so devised as to permit and encourage an atmosphere of flexible movement. It was intended at that time that the youngster could, indeed, move anywhere along their programs in units and with the complete mixture of ages and grade levels.
4. The curriculum was to be reorganized to promote specialization.
5. There was to be no restriction placed on academic growth of the child.
6. The curriculum was to emphasize and exercise a deep concern for the social growth of children.
7. The curriculum was to provide a gradual transition from the home society to the school society.
8. Entrance was to become more closely associated with readiness rather than age.

School Organization

PRIMARY -

1. The child was to be associated with one basic teacher all day.

2. Classes were to be grouped on the basis of achievement, not age.

3. Each group was to have a more compact achievement span.

INTERMEDIATE -

1. The child was to begin subject specialization.

2. A large block of time was to be devoted to an age peer group.

3. The teaching of the academic subjects was to be conducted by teams.

4. The academic progress was to be through a series of units. Each unit was to have related sub-units to provide for individual interests and abilities.

HIGH SCHOOL -

1. Each child was to complete a basic program of studies either through the successful completion of the course or through exemption with credit.

2. For some students there was to be an honors program.

3. For a few capable students there was to be directed individual studies for which he was to qualify on the basis of a prospectus plus other considerations.

4. The schedule was (1) to be built on a one-week block of time; (2) to utilize nights and Saturdays as "learning time"; (3) to utilize the teaching resources of Florida State University and the community. This program changed at the time the trimester changed in our universities. When Florida State University dropped the trimester plan, of course, the University School dropped theirs. However, the University School did continue with the extended school year.

The teachers participating in the program for this period of time gave the following advantages and disadvantages encountered:

ADVANTAGES

1. Continual learning of the skills. Example: Many children start to read in the spring and the long summer vacation interrupts the process.

2. Provides child with worthwhile experiences during summer weeks when time is "heavy on their hands."

3. Keeps children geared to some routine so "summer rust" is avoided -- helps prevent poor study habits.

4. Especially profitable for children with no playmates or brothers or sisters.

5. Half-day sessions help erase the idea of "school all of the time." (They were half-day sessions in the summer.)

DISADVANTAGES -

1. Parents taking children out of school because of vacation trips, summer camps and family camping. These family trips are important and broadening for the child but can play havoc with a school program.

2. Too much time for some children to spend in "structured setting."

3. "Perpetual schooling" can be bad as far as attitude of individual.

At this time, I would like to share with you the findings of Dr. Ralph W. Witherspoon in a research project conducted at the University School.*

> Because the Florida State University School began trimester operation in the Fall of 1964, a laboratory was available to study the effect of various lengths of school attendance per year on the achievement and mental health of young school children.
>
> Objectives
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> Two specific null hypotheses were investigated:
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> 1. There is no significant difference in achievement between comparable groups of K-3 children who attend school during the regular and the greatly extended school year of three trimesters.
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> 2. There is no significant difference in adjustment status between comparable groups of K-3 children who attend school during the regular and the greatly extended schol year of three trimesters.
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> Procedure
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> At the close of the study, 38 children had attended all three summers and 38 had attended no summers. Forty-four had attended one summer and 43 had attended two summers. Because the University School did not provide admission priority to any certain groups, children attending represented a cross section of population typical of a small urban area in the United States.
>
> First, second, and third grade achievement was determined by use of the Metropolitan Achievement Test and the Developmental Reading Test. Adjustment was evaluated by use of the Haggerty-Olson-Wickman Behavior Rating Schedules and the California Test of Personality. All tests were administered each October and May for a three-year period. Previous to the last two weeks in October of the first year, the Primary Mental Abilities test was administered to all subjects. This was done in order that, by means of an analysis of covariance technique, the results could be adjusted in terms of variation due to intelligence.

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* Reference: "Effect of Trimester School Operation on the Achievement and Adjustment of Kindergarten and First Through Third Grade Children."

An analysis of covariance technique was used to investigate the null hypotheses. Trend analyses were made to determine the effects of various lengths of time of school attendance.

Findings

The evidence would indicate that length of school year does effect the achievement and adjustment of young children, kindergarten through third grade necessitating the partial rejection of both null hypotheses. When intelligence is held constant, children of these ages tend to achieve less well, and possess more adjustment problems as perceived by their teachers, when they attend an extended school year each year for three years than comparable children who attend only the regular school year during the same period of time.

Further trend analyses of existing data are needed to further pin point the most critical age levels in relation to length of school year. Determination of reasons why children do or do not attend summer school with appropriate effect analyses are also needed.

This piece of research indicated that there were no significant changes in research and, indeed, there were problems.

Whether or not the usual school year should be extended is an important problem. The evidence of this research tends to bear out the opinions expressed in the literature that, at least for young children, the extended school year does not produce adequate improvement in achievement and adjustment status to justify the added expenditure and effort. In fact, many negative effects were found indicating that there may be an optimum time period of instruction beyond which undesirable effects result. These observations are provocative enough to indicate the need for more extensive, carefully designed research in this area.

However, the extended school year's program unquestionably can increase the capacity of our present school buildings providing some relief in these over-crowded facilities which in my opinion are posing very serious social problems.

That bit of research might be contrary to things that you have heard but it is the only valid piece of research we have at the University School, concerning the extended school year. We had an excellent opportunity at that time to carry on some more extensive research in the upper grades. We did not take advantage of that opportunity. We still have the opportunity, however, to do that with the extended school year and it's my hope that some research will be conducted in that area shortly.

The program that we're now operating under is a short school day in the summer. We have been having a minimum of four hours of academic activities and we added to that recreational activities. For the primary grades and the upper elementary grades, we have been bringing in one section and having two teachers work with a section. The emphasis has been on the language arts. It has been a team effort between the teachers. We all think it's a very fine program, and we think the youngsters are progressing. The only thing we have on it at this time is the opinion of the teachers. We do have a very excellent recreational program with the physical education staff conducting it and a swimming program which is very popular.

I think that more research should be done and I hope that it will be done within the near future.

The Nova Plan

Verbatim transcript of remarks made by **Dr. James E. Smith, Jr.**

I want to say that I am no longer at Nova and I want to speak therefore my perceptions of what went on while I was there, not trying to say or superimpose my ideas about what's going on now. Working at Nova was a great experience. I wish every educator could have had that experience. We eliminated mediocrity! Everything was either bad or good.

I'm going to talk about four kinds of things: first, a little late data about Nova in terms of the longer school year; second, a brief discussion about the Nova plan; third, my perceived advantages to the school year; and fourth, my perceived disadvantages of the school year.

BASE-LINE DATA

Nova has three schools, two elementary and one secondary. Each elementary school has approximately 715 children and the junior-senior high school about 3,000, so there are about 4,500 youngsters. The elementary school year runs from early in August for the teachers to the middle of June, and late in August until the middle of June for the youngsters, first through sixth grade. Teachers are there two to three weeks longer than the youngsters. The youngsters are there a little over ten months -- teachers almost eleven months. At the secondary school the teachers have three weeks off during the summer, otherwise they have a full year's job. The students attend from about the middle of August until the end of June or very close to eleven months. As far as I understand it, the notion wasn't to save money; the notion was to experiment with what you can do if you have youngsters for more time. Now that is a different emphasis than I have heard before but that was the notion, originally. The Nova schools were charged to set up, to experiment with, new ideas, new programs, and new methods of teaching. One of those charges was to take a longer period of time and work with it. That is the base-line data.

THE NOVA PLAN

If you could see with me a set of concentric circles and if we could place some words in each of those circles, I think it describes what Nova is really trying to do with the longer school year. In the first circle I want to write "objective". Nova would like youngsters to achieve better. They would like to do something so that youngsters will assume more responsibility in the decision-making process. They would like youngsters to learn how to learn. Basically, they would also like youngsters to think more positively about themselves. We could name some more, but in that first circle are the objectives.

Around that circle draw another one. In that we would write "individualized continuous progress". Can we indeed organize the learning environment so that each child can learn at a pace, a level, and in a way that is commensurate with his own ability, previous achievement, interest, needs, learning style? Can we use this vehicle to meet these objectives? Now I did not say anything about letting kids learn in isolation. In some things kids will be working on their own. Other times, if it is best for a youngster to be in a small group, then a small group environment would be best. That is still individualizing instruction.

Then we need in the next circle to make several different sections. We have to think about these sections one and at the same time:

-What are the implications for staffing, professional competencies, differantiated staffing at the professional level?
-What are the implications for nonprofessionals, paid and volunteer?
-What are the implications for facilities?
-What are the implications for content in terms of relevancy, in terms of continuous scope and sequence?
-What are the implications for equipment and materials, if we are going to individualize instruction?
-What are the implications for self-instructional material--do we have or need self-instructional type of materials if we're going to individualize instruction?
-What are the implications for scheduling?

Then the next circle is "What the role of the teacher is going to be when they manipulate these kinds of variables?" Then the next circle around that might say "What are the in-service, the staff development, implications for helping the teacher, to play that role?" This is what I think Nova is after.

ADVANTAGES

First, Nova said that each child will have a broad and continuing kind of experience, first through twelfth grades. At the elementary and junior high levels youngsters are involved in mathematics, language arts, social studies, foreign languages, art, music, industrial arts, home economics, and physical education. But now, beginning with a stronger push so that every youngster would be involved in a career orientation area at the end of the high school time, we would hope that each student, upon graduation, will have opened to him future formal education--junior college, technical school, degree granting institutions. No youngster has been excluded because he has continued to have experiences in math, science, social studies. He can go to work because he has had career-orientation kinds of experiences, or he can go to college. He can delay going to college and work for a while during the summer. He can quit school for a while and go back. He can get a job while he is at school. We would hope that each youngster would be able to have more paths open to him.

But, in order to do this, we need a longer school year. The average number of courses the youngsters at the junior-senior high school at Nova took the last year I was there was 7.7 subjects. We could not have done this to the satisfaction of the teachers unless we had a longer period of time in which to provide these various kinds of experiences. That is one advantage: we could offer a larger, broader, more continuous set of learning experiences. Secondly, as far as staff is concerned, I think we provided more for a teacher career-orientation. That is, teaching becomes a full time job, not a two-thirds or three-fourths job causing teachers to seek menial, low-paying summer jobs. The teacher, indeed, can say, "This is my profession. I am going to work in this profession for a full year and I'm going to be compensated somewhat more than I am now in the nine months school year." It seems to me that the teacher will leave the classroom less often to become an administrator or an industrial person, if they can have their salaries raised 15, 20 or 25 percent. The school year for the teachers should be extended maybe longer than the school year for the students. If we're going to change teachers' behavior to play these new roles, we have to have time to work with the teachers in order that they become more proficient in the way they work in a classroom situation.

Inservice can become a part of the extended school year. Staff development is important. We are not going to fire teachers very much any way. All teachers can become better. Whether they are good or bad, they are all capable of improving. Universities are not helping teachers play this new role. We have got to assume this responsibility. If you are going to have individualized, continuous progress, we need to change teachers' behaviors. The time is needed. We need a longer working year if we are going to work with teachers and staff development.

If we are going to have a continuous on-growing program of learning, it seems that there are some things that do not make sense in a nine-month school year. I think research will show that less concentration but over longer periods of time, in many areas of our curriculum, results in much greater retention than a "three-month, six-month cramming for a test and then forgetting" kind of an idea. This idea of a continuous, longer period of time seems to be consistent.

I guess taking three months off is the result of our agrarian society, but we do not need that time any longer for the purpose it was originally intended. We still take the three months off, then come back to school and spend the first month reviewing. Reinforcement is one of the concepts that is better understood in learning theories. I am not sure that a month of review, automatically at the start of the next year to update the kids back to where they were, is necessarily positive reinforcement. For some youngsters who do not forget, it is negative reinforcement. Students ought to be able to leave or go on vacation with their parents. When I taught math if a kid missed two or three weeks of my course, he had had it unless he happened to be a red-hot student. If we could organize and let kids work at their own pace and rate, then if we had a long school year in order that the youngsters might gradually accelerate, we could allow youngsters and parents to go on vacations together, do things together. Our parents are no longer saving their vacations for the summer. We live in a mobile day where the father has to take his vacation when he can get it.

In terms of facilities and the school year, when we do not use school buildings one-third of a 30 year period, we have 10 years with the building vacant. That does not include weekends, nights, and vacations. We put a lot of money into a facility and we use it about 50 percent of the time it is capable of being used. No wonder some old buildings are never torn down; they never wear out!

One of the options in the Nova program is that the seniors have an option of leaving in March if they desire. We think there is some benefit of peer groups remaining together. We have acceleration, and a youngster should be able to continue his acceleration but remain in that same learning environment. We do say that seniors may have an option of leaving which does provide advantages to go to a spring quarter at a university, to get a job, to get a head start on a job to make money for college or other schooling, or just plain to get a head start on going to work.

Another benefit, it seems to me, is that it allows a freedom of experimenting with time while still having a fall-back position and still meeting your number of minutes that you are required to put in. That is, you can work with modular scheduling and cut down and experiment with various uses of time. The literature does show that places have gone from a five-day week to a four-day week for a class with no change in achievement. We do not know much about the use of time. Can we play with the notion of time and can we provide youngsters with time when they make the decisions as to what and where and how they are going to study?

DISADVANTAGES

What are some of the disadvantages of the Nova kind of a program that I see? One is summer school for teachers. It discourages teachers from going to school in the summer because they are losing money to go to summer school. They are paid for the full year and if they leave to go to summer school, they lose a portion of their pay. Substitutes come in and frequently the substitues don't know what the teachers are doing. Sometimes you don't get the substitute for a continuous period of time. This seems to be definitely a weakness. On the other hand, I think if the counties really wanted to make wise decisions, during June when the other teachers aren't teaching, they could rotate those teachers into a Nova kind of a school for two, three, or four weeks' experience. (So I take this disadvantage and turn it into an advantage).

A very large number of students leave the last week or two because we still have a lot of parents going away on vacation. That causes consternation. Another disadvantage if you get a poor teacher and you have her hired for ten and one-half to eleven months she is not about to go back to a school that is working only nine months because of the pay she would lose. Nova has been permeating some poor teaching because of this pay differential -- some very poor teaching. Tie that to not going back to school, then in some ways it worked against itself in the improvement of the instructional program.

It is harder on the building. The building is being used more, so you do have a higher wear and tear on the building, equipment, and supplies. Another disadvantage for this program is cost does go up. I understand that the average cost of the child of the Nova School is not greater at the secondary level than at the average cost per child per day in the other high schools in the county. But, when you extend the year for 15 or 20 days and the teachers per time, you are indeed spending more money because the per days go on longer than the per days in other schools. Last, I think that all teachers do not desire to teach a full school year.

The ESY and Flexible Staff Organization

Dr. Arthur W. Eve

The other presentations have focused on various methods of restructuring and extending the school year; therefore, I will specifically treat the extended school year as an opportunity for restructuring existing school staffing patterns. My focus will be on: (1) problems inherent within prevailing staff organizational patterns, (2) the potential within a flexible staff organization, and (3) the use of inservice education within an extended school year as a vehicle for developing alternative staffing patterns.

The major problems inherent within prevailing staff organizational patterns focus primarily on two issues: economics and power. Under the present framework, a teacher who is interested in seeking a position of higher earning power and influence must either leave the classroom for an administrative position or seek employment outside of the school system. Teaching as a profession does not provide any alternatives, and each year an increasing number of capable teachers leave the classroom as a result of the severe restrictions on their earning potential within the classroom.

The second major influence on many teachers who leave the classroom is a conviction that as teachers they are powerless to bring about any basic change or reform within education. In spite of the fact that teachers are responsible for actual classroom instruction, they are almost never given any real authority to radically alter the course content or nature of classroom instruction on the basis of their own convictions. Although teachers serve on a wide variety of curriculum committees and educational councils for the supposed purpose of recommending curricular changes, the heavy handedness with which most curricular decisions are handed down from the ranks of administration ultimately encourages a sense of futility among teachers who are genuinely concerned about restructuring the schools. As a result, concerned teachers often decide to move into administration in order to have a better opportunity to exert power within the educational setting, and their transformation into administrators only tends to perpetuate the cycle of powerlessness among the ranks of teachers.

Alternative staffing patterns must be developed which will encourage talented individuals to select teaching as a career and then choose to remain with students as they progress through their teaching career. The teacher's decision-making role must be expanded in order for this to happen and a prerequisite for such a role expansion is the complete restructuring of prevailing school organizational patterns. Under current staffing patterns, teachers spend a great deal of their time performing routine clerical and housekeeping tasks which require virtually no professional training. The importance of these non-professional tasks (e.g., record keeping) so often over-emphasized by administrators and teachers to the point where there is little emphasis or time left for curriculum development and refinement, the testing of new instructional methods and techniques, and reflection upon the educational needs of individual students.

In order to begin to break out of our existing organizational constraints wherein teachers are regarded as interchangeable parts, it is useful to focus on the development of a flexible staffing arrangement. Such a flexible staffing organization would spell out levels of responsibility based on a clearly defined hierarchy of performance criteria for each of the teaching roles within that staff. Teaching roles would be differentiated both horizontally and vertically, and a teacher could continue to grow as a teacher throughout her career without having to leave the classroom. Although the design of various staffing arrangements will differ, the three basic elements necessary for a complete staff restructuring are as follows: (1) at least three differentiated teaching levels, each with different salary ranges; (2) a top salary in the highest teaching category that is at least twice as large as the top salary in the lowest category; and (3) direct teaching responsibility as a significant part of all teaching roles in all three differentiated categories.[1]

Many of the tasks which teachers will be expected to perform in schools of the future are not currently in existence, and as new teaching roles are defined and redefined, a much broader base of talent (both part-time and full-time) will be needed to provide the increasingly diverse instructional resources. In the future, position of "teacher" will be increasingly utilized to describe only some of the adults who work with students since a wide variety of helping personnel will be introduced into the school setting. Helping teachers, teacher aides, clerks, typists, potential teachers, and student teachers are some of the terms which have already become quite common, and it is anticipated that an increasing number of specific helping roles will be identified and utilized. Although the hospital analogy does not fit perfectly within the world of education, asking a highly skilled teacher to waste her valuable time on record-keeping activities is not much different than asking an eye surgeon to change bedpans. Both cases are examples of a gross misuse of professionally developed skills.

As many of the nonteaching tasks within the school are withdrawn from the scope of the teacher's role, teachers will become much more responsible for diagnozing learning difficulties, developing and selecting curricular and multi-media materials, and designing and implementing inservice education programs. Teachers will not be expected to function effectively in all situations with every child; instead, individual teacher assignments will be carefully designed to take advantage of the specific competencies of individual teachers as well as the particular needs of individual students.

In restructuring present staffing patterns into alternatives which more flexibly and efficiently utilize diverse teaching talents, the extended school year can be effectively utilized as an opportunity to incorporate specific inservice activites into the school day. Under existing arrangements, inservice education is regarded as a second class activity, not worthy of prime time or location within the school setting. By extending the school year and including relevant inservice education activities as a major ingredient in each teacher's normal day, we can modify the traditional unit accumulation mentality toward inservice education.

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[1] Allen, Dwight W. A Differentiated Staff: Putting Teaching Talent to Work. National Commission on Teacher Education and Professional Standards, NEA, 1967. p. 8.

The significant question in this transition is not the rescheduling of a teacher's time within the extended school year, it is the design and implementation of a relevant inservice education program. In considering the development of such a program at the local level, educators should take into consideration the following considerations:

The Use of Performance Criteria - Specific performance criterion, based on an analysis of knowledge, skills, and attitudes in the human relations, behavioral and content areas should be developed and utilized as a basis for making reasonable judgments about the inservice growth of teachers and the effects of various inservice learning experiences upon that growth. The formulation of performance criteria requires the specification of instructional and program goals in terms of behaviors to be exhibited by the learner when instruction has been completed. Performance criteria as defined here are essentially behavioral objectives. These objectives would state the behavior expected of the teacher, under what conditions the behavior will be performed, and how the behavior will be evaluated. In developing and utilizing performance criteria, it must be kept in mind that they represent only a very small part of the teaching act, and that it is quite conceivable that a large and significant proportion of those teaching activities which are essential to the process of student learning can never be specified in behavioral terminology.

The Use of Variable Entry and Exit Points - When a teacher meets a specific set of performance requirements, he will have completed that phase of the inservice program in question, regardless of the length of inservice time involved. Thus, for some teachers who already possess proficiency in a given set of criteria, the successful demonstration of that proficiency will obviate the need for their participation in the learning experiences available for that phase of inservice education. Regardless of whether or not it is necessary for a teacher to engage in learning activities in order to meet a particular set of performance criteria, the demonstration of competency at the required level for any given set of criteria should result in the acquisition of inservice credits by that teacher.

The Use of Continuous Diagnosis and Evaluation - Since each teacher's strengths and weaknesses are different and probably will change during the program as a desired consequence of inservice training, it will be necessary to provide continuous diagnosis of the inservice needs of each teacher as well as constant evaluation of the various program components designed to meet those needs. The prevailing system of external supervisory evaluation would shift to a monitoring process shared among a variety of additional personnel including the individual teacher under consideration and his peer group. Since performance criteria will be stated in terms of the behavior expected of the teacher, the conditions under which that behavior will be performed, and how the behavior will be evaluated, it will be much easier to involve a larger number of personnel in the diagnosis and evaluation function.

The Use of Instructional Alternatives - One of the most important emphases within a restructured inservice education program would be the development of multiple instructional alternatives so that there are never fewer than two alternate and equal instructional paths to the same objective. These simultaneously available alternate learning experiences are necessary for any inservice education program which is to function on an individualized basis. In addition to the more traditional instructional alternatives (e.g., reading, interacting with a consultant, working with other teachers in a small group, etc.) the development of new and unusual instructional alternatives should be emphasized.

The Priority of Timing and Location - If an inservice program is to have a direct and powerful influence upon the continuing education of teachers, then the timing and location must become much less oriented toward nearby schools of education and much more related to the particular teaching environment in which a teacher is working. By establishing an inservice education program which operates during prime time within the teacher's classroom or in a designated inservice area within each school, the importance of inservice education will be clearly established.

The Expansion of Instructional Resource Personnel - In addition to the administrators, curriculum supervisors, and university personnel who have served as the major resource for existing inservice education programs, a variety of additional resources should be utilized from both within and outside of the school setting. One of the major untapped resources which might be utilized would be the teachers within a given school. Selected teachers could be expected to serve as inservice resource personnel as a part of their differentiated teaching role, or they might be given extra pay, inservice credit, or released time compensation for their involvement in the inservice training of other teachers. Other significant resources which are immediately available for such an inservice education program would be community resource personnel and even the students within a particular school.

The Use of Technological Innovations - Another area which should be emphasized within a restructured inservice training program would be the extensive testing and use of technological innovations. The goal here is not just to utilize technological gadgetry, but to explore the vast potential inherent within the area of technological innovations in an attempt to capitalize on the ever increasing variety of instructional techniques and approaches which are becoming available as a result of the current technological revolution. The use of videotapes, film loops, audiotapes, and a variety of other new technological modes have great potential value for the area of inservice education.

The extended school year can serve as an opportunity for the accomplishment of a number of significant changes within current educational structures. The essential elements which ought to be considered by those interested in utilizing the extended school year as a vehicle for implementing flexible staff utilization patterns focus primarily on the creation of a relevant inservice education program which would then become an integral part of any extended school year plan. The magnitude of this restructuring task is intentionally bold and daring and is deliberately designed to direct inservice education programs into new and uncharted areas which break significantly with the unanalyzed restraints of tradition. Definitive and comprehensive answers to many of our pressing educational problems are not available, but we know that a radical departure from prevailing practice is a necessary prerequisite to the difficult task of creating educational institutions which will effectively prepare students for the unknown world of tomorrow.

The ESY Conference:
In Summary

Sidney S. Henry

It would be presumptuous of me to follow the presentations that have been given by experts in the field and presume to reiterate all of the remarks that each of them made or in some way try to give you a summary of each individual speech. My line of attack for the job that was assigned to me has been to listen for the trends that developed during the course of these speeches, and to classify them according to the speaker's interpretation of what is positive and what is negative about the various plans that have been presented. At the conclusion of the listing of these ideas, I would like to give my impression of what the implications are for the State of Florida as a whole, and for individual counties (as a point of departure). I am sure that you noticed, as I did, that at times there were conflicting statements made and different value placed on particular plans that were presented. Even though I have formed certain opinions as the result of attending this conference, I will not attempt to classify them according to the value that I placed on them myself. I will merely give you the positive and negative viewpoints as expressed by the speakers. I will give some personal views when I get to the section that I have titled "Implications for the Future."

I would like to begin with the negative rather than the positive in order to avoid leaving a bad taste in your mouth at the conclusion of my talk.

A. NEGATIVE IMPRESSIONS

1. Florida, with this conference, is by no means a pioneer in this field. Much has been done throughout the U.S. prior to this time. As an example, I heard Dr. Thomas yesterday moring using the date 1912 as a beginning in Newark, New Jersey; 1913 as a beginning in New York. Dr. George Jensen referred to a study that he found in the files of the Minneapolis School Board that was submitted in 1918.

2. I heard several people say that none of these plans can be sold only in terms of economy.

3. These plans are not just a rescheduling of the school year. If this is the only motivation for setting up such a plan, it probably will not work.

4. No one seems to have all of the answers that will fit every situation. Many plans have been presented but any plan adopted must be suited to the local situation.

5. Whatever design is used, it will require much planning. (I kept hearing the term "feasibility study" as a requirement before entering such a plan.)

6. With the knowledge explosion that is taking place during our time, the question was asked, "Can we afford a 180-day school year?"

7. The value of a curriculum study was questioned if children are not in school at the time of this study, in order to put projected improvements to an immediate test.

8. Dr. Kimbrough suggested that the following points need to be taken into consideration before implementation of any new plan:

   a. parental and student acceptance,
   b. acceptance by community leaders,
   c. acceptance by the teaching profession,
   d. can the plan be administered?
   e. results must reveal a high-level of efficiency and economy,
   f. legal complications must be considered,
   g. state and regional accreditation standards must be considered,
   h. inservice training of teachers, principals and other staff members must be planned for, and
   i. the problems of building and equipment maintenance must be worked out ahead of time.

9. There is a strong dissatisfaction by the public with the present nine-month calendar.

10. The problems of inflation with the cost increases for new buildings are a major factor of this dissatisfaction.

11. The growing unrest and militancy of teachers.

12. Public officials are finding it more and more difficult to collect revenues and have bond issues pass the voters.

13. A stop and go education will no longer suffice. The need for continuous learning experiences is being demanded.

14. It just does not make good sense to have the schools vacant one-fourth of the school year.

B. POSITIVE IMPRESSIONS

1. The extended school year provides the greatest potential for change in the school systems of America that exists today.

2. If a plan is chosen which fits the local situation, and sufficient planning and study have taken place prior to implementation, it will work.

3. The philosophy that is followed by the school system making plans for such a change will determine their ability to adapt.

4. Nothing must be done in terms of economy, in terms of better scheduling or time utilization, in terms of administration, or in terms of innovation, unless it is done in terms of what will benefit the child, what will make education more relevant to his

life and prepare him better for his future. We must ask the questions "What are we trying to sell?" "What are we trying to do in education?" "What are we trying to do for children?"

5. Some of the advantages of adopting such plans are to:

   a. provide additional education for the chidren,
   b. help meet the needs of the classroom teachers, and
   c. minimize the need for additional school construction.

6. This revolutionary change will give us an opportunity to find a method, a way, to utilize our capacity to pass on knowledge to our youth, because of the requirement for a total evaluation of the school program before undertaking such a plan.

7. This will give us many opportunities for taking advantage of learnings in communities that are now not being tapped.

8. This will help make use of educational resources and facilities that are lying idle much of the school year.

9. Taxpayers will be pleased because of the economy that can be effected.

10. Teacher capabilities can be put to better use.

11. The use of the teachers' time will be put to better advantage.

12. More teachers should be available, if they have a choice of the length of the school year that they want to work.

13. We were encouraged not to just study what has been done, but to put on our own thinking caps, and come up with a program that will work for Florida, and for each of our individual communities.

14. Parents will be pleased, as well as industry, by the fact that it will be possible for them to take vacations at different times of the year rather than just in the summer.

15. Employment opportunities for youth will be greatly expanded.

16. Delinquency and the drop-out rates can be decreased as a result of a program that more nearly fits the needs of students.

17. Students will be better able to get the courses that they need in college if all of them do not begin in September.

18. Such a plan can put the counselor in the counseling business again and out of the scheduling business.

19. Students can graduate earlier if they so desire.

20. When teachers are allowed to participate in the planning of course make-up, scheduling, and curriculum development, they will be more satisfied and develop higher professional attitudes.

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21. Continuous learning experiences can become a reality rather than just an idle statement.

C. IMPLICATIONS FOR THE FUTURE

Enough different examples were given of proposed plans to allow anyone to find a plan to fit their situations, or at least to have a base from which to begin. Mr. Christian gave us the charge to come up with a plan for Florida that could be presented to the legislature when the time comes. Dr. Crenshaw has encouraged us to begin thinking in this direction, so that we can utilize the personnel and the material resources that we have, in order to better meet the needs of boys and girls. The future depends on us and what we do with what we have, in order to better meet the needs of boys and girls. The future depends on us and what we do with what we have learned here. It depends upon the study that we continue. It depends upon our desire to bring about change, to improve conditions, and to make education of more value to the students in the State of Florida. I have no doubt the change will come. Will it be a change that is forced upon us, or will it be a change that will result from our desire to do a better job, to create a better atmosphere, and to improve all areas of education?

Appendix A

Program

LARSON BUILDING
Tallahassee, Florida
May 1 - 2, 1969

Thursday, May 1, 1969

12:00 - 1:30	REGISTRATION
1:30 - 3:00	FIRST GENERAL SESSION
Presiding:	Rodney Smith, Executive Director, Division of Curriculum and Instruction, State Department of Education
Introductory Remarks:	Dr. Joseph W. Crenshaw, Assistant Commissioner, Division of Curriculum and Instruction, State Department of Education
Special Greetings:	The Honorable Floyd T. Christian, Commissioner, State Department of Education
Address:	The Extended School Year Concept: Administrative and Instructional Considerations Dr. Ralph Kimbrough, Professor of School Administration, University of Florida, Gainesville
3:00 - 3:30	COFFEE BREAK
3:30 - 5:00	SECOND GENERAL SESSION
Presiding:	Ed. Williamson, Director, Health, Physical Education, Driver Education, and Summer Programs, Division of Curriculum and Instruction, State Department of Education
Address:	Extended School Programs: The National Scene George Jensen, Chairman, National School Calendar Study Committee, Minneapolis, Minnesota

Thursday Evening

8:00 - 9:30 THIRD GENERAL SESSION

Presiding: Dr. Joseph W. Crenshaw, Assistant Commissioner, Division of Curriculum and Instruction, State Department of Education

Address: The Flexible System: An Educational and Economic Analysis

Dr. W. Scott Bauman, Associate Professor of Finance, University of Oregon, Eugene

Friday, May 2, 1969

8:00 - 10:15 FOURTH GENERAL SESSION

Presiding: Dr. Ione L. Perry, Associate, Program Development, Division of Curriculum and Instruction, State Department of Education

Address: The Four-Quarter System in Metro Atlanta

Reid Gillis, Administrative Assistant, Fulton County Board of Instruction, Atlanta

Address: Rescheduling the School Year: Design and Facilities

Dr. George Thomas, Coordinator of Rescheduling the School Year, State Department of Education, Albany, New York

10:15 - 10:45 COFFEE BREAK

10:45 - 12:15 FIFTH GENERAL SESSION

Presiding: John Ritter, Director, General Education Specialists, Division of Curriculum and Instruction, State Department of Education

Address: The Florida State University School Plan

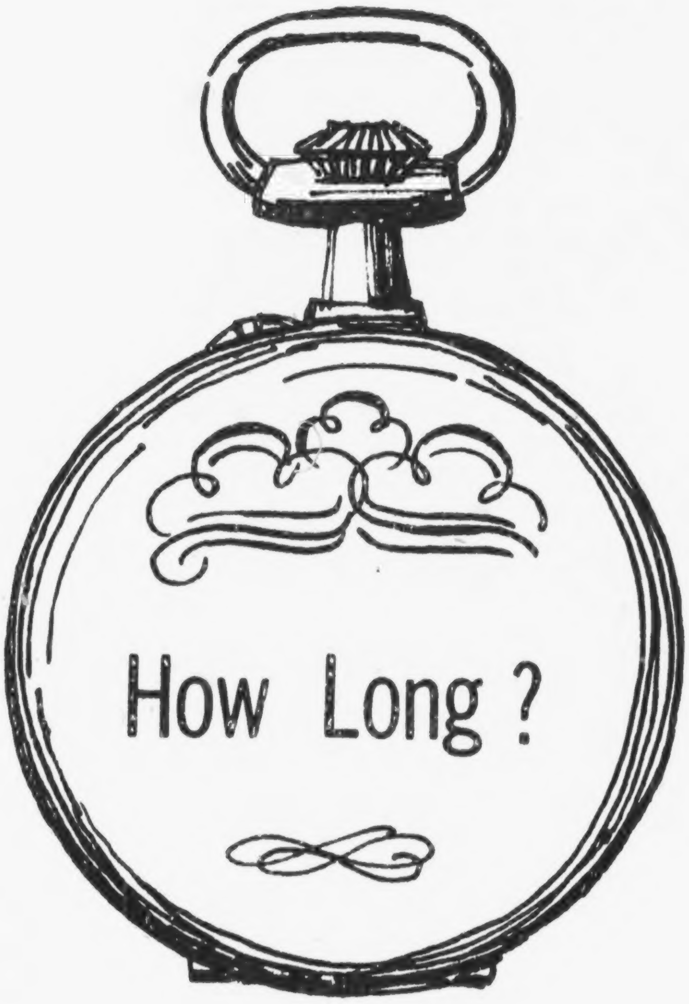
Martin T. Green, Principal, University School, Florida State University, Tallahassee

Address: The Nova Plan

Dr. James E. Smith, Jr., (Former Assistant Director of Instruction, Nova Schools) President, Educational Associates, Fort Lauderdale

12:15 - 2:00	LUNCH
2:00 - 3:00	SIXTH GENERAL SESSION
Presiding:	Marshall Frinks, Associate, Program Development, Division of Curriculum and Instruction, State Department of Education
Address:	The Extended School Year and Flexible Staff Organization
	Dr. Arthur W. Eve, Associate Professor of Education, University of Massachusetts, Amherst
3:00 - 3:30	SUMMARY
	Sidney S. Henry, State Coordinator, Title I, Higher Education Act of 1965, State University System of Florida, Tallahassee
3:30	ADJOURN

SCHOOL



. . . . Excerpts from FLORIDA SCHOOLS
MARCH-APRIL 1969

Appendix B

Florida's expanding population and attendant increased public school expenditures have resulted in a search by many people and groups for methods of getting more mileage out of present school facilities, in an effort to slow the rising costs.

School boards, legislators, business men and educators throughout the state are looking at various possibilities for extending the school year, or using double sessions, to avoid the expense of building new schools.

In an effort to provide varying opinions and research on the subject, **Florida Schools** invited comment from four educators.

In addition, **Florida Schools** presents information selected from a feasibility study on year-around schools for Polk County, and an SDE publication which was published in 1957.

This information is offered as a portion, only, of the opinion and research available and necessary for any decision making.

Orange County Seeks Solution

BY JAMES M. HIGGINBOTHAM

Mr. Higginbotham is Superintendent of Schools in Orange County.

The Central Florida area, and Orange County in particular, is undergoing a period of rapid growth and change.

The advent of Walt Disney World, Florida Technological University, the Naval Training Center, new industries and attractions, has provided the need for building new roads, homes, fire stations, churches, and also schools, to meet the demands of our rapidly expanding population.

Our public school enrollment, which currently totals 78,159 students, may well double in the next three to five years. Many of our schools have reached, and in some instances surpassed, their capacity, in spite of the fact that the system is continually building new school plants. By 1972, it will be mandatory that the public school systems throughout the State operate kindergarten programs, and these units will require additional classroom space.

It is increasingly difficult to purchase suitable parcels of land in areas where schools are needed, and financing construction is a major problem. Construction costs increase monthly and some of the materials needed for building schools are difficult to obtain because of the war effort.

No one can predict the exact time when the impact of students will be felt in the Orange County school system. However, the experience gained from the influx of students when the Martin Defense Plant was established in our area a number of years ago has taught us a valuable lesson—that we cannot depend on an "after the fact" building program to meet immediate needs.

While we prefer the traditional school program at this point, we realize that we must be realistic and be prepared to provide for a mushrooming student population by year X. Our student growth is now taking place at a rate of 3.9 per cent, based on a comparison of January 1968 and 1969 average daily membership figures. Looking at this growth from the standpoint of 30 students per classroom, it would require 98+ classrooms to keep up with the number of new students. However, in reality, the requirements are greater.

As our curriculum expands and develops into new areas of learning, there is a demand for larger and better equipped facilities, such as laboratories in the areas of science, language arts and mathematics.

We also feel that it is vital that the percentage of the tax dollar being used for capital outlay must decrease, and a greater portion be spent on instruction and instructional programs and services.

By utilizing our school plants for a longer period of time per day and/or per year, it is hopeful that some economy could be realized and that our students could be better served.

Based on the aforementioned facts, we are studying the possibilities of extending the school year in order to provide increased learning opportunities for today's students and those who are to come.

Brief sketches of plans contemplated in Orange County are presented here.

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By shortening the school day, two schools could operate in one school building, with two student bodies attending one building for the total educational program.

A 10 hour day—from 7:30 a.m. to 5:30 p.m.—would cover the two programs. The school year would be extended to 216 days, and each student would attend five one-hour periods each day, with class time set at 55 minutes.

Teachers would work one shift only.

Extra-curricular activities would take place in the afternoon, with participating students enrolled in the morning program.

A building principal would be necessary and possibly central facilities, such as guidance, library and food services, would work from 8 a.m. to 5 p.m. A hot lunch program would be unnecessary but snack time and foods could be provided between the third and fourth periods of each session.

The calendar would provide 42 weeks of instruction and two weeks of planning time (which would include student registration).

Implementation of a plan of vertical staff differentiation is contemplated.

Staggered Quarter

1. 48 week, 4 quarter, staggered-vacation school year
2. Students are divided into four groups, each group attending school three three-month periods with one group absent on vacation each quarter
3. Teachers are employed for either three or all four quarters
4. Requires administrative assignment of students into uniformly equal divisions, including assignment of vacation periods

Consecutive Quarter

1. 48 week, 4 quarter, one month summer vacation
2. No involuntary divisions of students into groups
3. Students in continuous attendance year round

or

The summer term offered on a voluntary basis with students and teachers strongly encouraged to participate.

Florida's Program Provides Enrichment

BY ED WILLIAMSON

Mr. Williamson is Director of Health, Physical Education, Summer Programs and Driver Education for the State Department of Education.

Since 1947 Florida has had a type of year around school program and many inquiries from throughout the nation, as to its organization and purposes, are received weekly. This modified year around program was made possible by a legislative act that provided for the employment of one of every eight teachers during the eleventh and twelfth months. These teacher units were to be used almost entirely for enriching educational experiences for young people.

Some contend that the philosophy is sound; that it enables students to pursue a variety of interests, in depth, where opportunities are lacking during the the regular school year. They further observe that teachers do a much better job in the summer program, partly because attendance by students is voluntary and teachers are challenged to make their programs appealing so that regular attendance can be assured.

Concern about acceleration of student learning has caused some program modification, so that presently up to 35% of the summer units may be used for subjects carrying academic credit. Disciples of the original philosophy—that summer programs should be for enrichment only and consequently carry no credit—resist further encroachment by proponents of the theory that the summer school should be an extension of the regular school year.

Certainly, those who hold to the original philosophy have documented evidence of success; they point with pride to attendance figures which indicate that as high as 60% of the regular year's enrollment have participated in the summer program voluntarily. They also call attention to the fact that few Florida schools can offer a swimming program during the regular school year because most have no swimming facilities, but because flexibility of scheduling in the summer permits transportation of students to where the facilities are, swimming becomes an important part of most summer programs. This arrangement has enabled Florida to teach more young people to swim in the summer than all of the other southeastern states combined. This is quite important because of the abundance of water recreational resources available in Florida.

Typical programs include such activties as arts and crafts, music (vocal and instrumental), camping, outdoor eduaction, shop, library, typing for personal development, developmental and remedial reading, homemaking, science, pre-school orientation, exceptional child programs, sports and games and a variety of social activities. There is not time during the regular school year for students to pursue such activities to any great extent.

On the other hand, there are some who would abandon the program in its present form and devote all available units to academic pursuits, either for remedial work or for accelerated learning. A program so conceived would enable some students to earn additional credit during the summer, and thus be able to enter college at an earlier age, while others could make up work which was not satisfactorily completed during the school year.

Both groups can offer substantial support for their beliefs. Perhaps there is a place for both types of programs and certainly both carry substantial student benefits. Few would argue the economic advantage gained by using school facilities on a year around basis. A solution might rest with the Legislature which, by doubling the number of units for the summer, could meet both enrichment and academic needs.

* * *

Students Need More Time

BY [illegible] G. SMITH

Dr. Smith is Coordinator of Nova Schools, in Fort Lauderdale.

The Nova Schools consist of two elementary schools and a junior-senior high school, all of which are on the extended school year. The elementary school schedules consist of 200 days for students and 216 days for teachers The school year extends from late August to the end of June.

The high school schedule consists of 210 days for students and 226 days for teachers. Students report in mid-August and remain until June 30th.

A survey of teachers has just been completed. The following are some generalities taken from it.

There were 52 replies from elementary teachers and 110 from secondary. Of these totals, 55 secondary and 23 elementary teachers indicated that they would appreciate a longer vacation, if Nova were to go on a traditional schedule. Forty-five secondary and 22 elementary teachers said they would remain at Nova in a regular school year program with regular annual salary. Only 11 teachers indicated that they would resign their position if the extended school year were dropped.

Under the above conditions, however, 91 high school teachers and 36 elementary teachers indicated a desire to work some summers if Nova were to offer a summer institute. It seems that a majority of teachers would like some choice in the amount of extra time employed.

When queried about the effect of the extended school year on their programs, 43 high school and 13 elementary teachers considered it to be *essential*, 43 secondary and 20 elementary teachers indicated that the extended year was *desirable* while 27 secondary and 21 elementary teachers said that *it wasn't necessary*.

These figures represent the individual teacher's opinion about his program. As the leader of a complex of schools with a very specific philosophy requiring a broad-based curriculum for each student, I would have to answer that the extended program is essential. Nova students are required to take at least six subjects in the senior high and seven in the junior high years. The average Nova student (7-12) is enrolled in 7.4 subjects. The extended year allows him to carry more subjects with less time per week but with the same or greater time per year.

Elementary teachers who consider the extended year essential gave the following general reasons:

Students forget over the long summer.

Time is available for laboratories and resource center activities.

Students have time for mastery of skills instead of being "passed on" when not ready.

Increasing amount of knowledge that must be taught.

Those who do not consider the longer year essential, use the following reasons:

Students lose interest.

Teachers need rest and a chance for future education.

Nova is a research school and so should have a school year comparable to the other schools.

It is possible to have more conference days.

Secondary teachers used the following rationales for the extended year:

More creating and writing time is made available.

Additional salary.

Students need more time for the additional experiences they need and desire.

A long summer would break the continuity of our continuous progress philosophy.

In summary, Nova teachers would prefer a regular school year and would like a choice about summer work. However, these same teachers feel a need for a longer year in order to maintain the continuous progress system. Students need more time to reach an acceptable level of performance especially since the students of today are faced with mastering ever increasing amounts of knowledge and concepts.

* * *

Longer Year Defensible Only If Instruction Is Improved

BY JOSEPH W. CRENSHAW

Dr. Crenshaw is Assistant Commissioner, Division of Curriculum and Instruction, State Department of Education.

With increasing frequency one hears talk these days of extending the school year or year-round schooling, but this talk comes more from laymen, legislators, and tired mothers than it does from enlightened educators.

When a longer school year is proposed, the logical question to ask is, "Why?" Will we be able to provide a better education for youngsters? Is it to our economic advantage to use school buildings and equipment during the period in which they now lie fallow?

The first question, with some reservation, must be answered in the negative. The answer to the second must also be "no" until some more convincing evidence than has heretofore been presented is offered to support the contention that year-round schools cost less. In fact, the testimony in favor of higher costs is more persuasive.

A well planned, carefully administered summer program, which provides learning opportunities above and beyond those provided during the regular year for students equipped to undertake advanced study and willing to engage in it voluntarily, or which allow students to catch up who have fallen behind or for any reason have failed to achieve to their own satisfaction, can add much to a child's education.

Florida has such a program, and those interested in increasing use of school facilities would do well to look at Florida's exemplary program.

To state it simply, additional opportunities provided during summer vacation for enrichment or remediation can be justified educationally. Although economically it may be more costly, the extra expense can be justified.

A system of four quarters, where students would choose any one quarter as a vacation period, is fraught with administrative and instructional problems. A plan which only provides more time for what students are now expected to accomplish in 180 school days cannot be justified on any defensible basis. To accelerate the students' education to allow earlier graduation from high school has as many, if not more, educational disadvantages as it has advantages.

The extended school day is quite another matter. Schools must break out of what has been described as the "two times four times six pattern." Too long we have been trapped by the two pages of the textbook, the four walls of the classroom, and the six period day. Library, laboratories, and shops should be kept open from early morning to late evening to provide opportunities for capable students to engage in independent study without the constant presence of the teacher. Centers where students may engage in computer-assisted instruction in some systems are already remaining open 24 hours a day, enabling more students to spend time at a limited number of expensive terminals.

If our schools are not presently providing an adequate educational experience for our children, it is not because of a lack of time. What is lacking is a boldness of approach, imaginative teaching, and a determination to keep pace with technological advances and what they offer to education.

To employ teachers for twelve months and then allow them to use the extra time for curriculum appraisal and redesign, or for simply planning, thinking, studying, and improving their teaching skills, will undoubtedly result in educational advantages. But to keep children in class from 20 to 40 days longer than presently, except for individual enrichment and genuinely motivated remediation, will result only in perpetuating that with which we are presently discontent.

Children continue to learn wherever they are. Many of their out-of-school summer experiences will stay with them longer and serve them better than some of their more formal classroom accomplishments. Museums, theaters, travel, television, organized playground activities, community swimming activities, family picnics, provide excellent learning opportunities that summer school curtails or eliminates. Instead of requiring youngsters to plod wearily to class each day, we might better look forward to a time when students do not assemble at all at a school center for learning, winter or summer, but instead rely on a multiplicity of educational resources provided cooperatively by home, church, community, and school, assisted by such helpful techniques and devices as television, computers, extensive field trips to art museums, to parks, to libraries, courts, offices, forests, and perhaps even involving trips abroad (made imminently possible by means of rapid, inexpensive transportation), motion pictures, teaching machines, and community resource centers including laboratories, shops, and libraries. If, as is presently assumed, dramatic new teaching techniques do minimize the time students spend learning such basics as reading, writing, and spelling, less, not more, time will be required to give a student a better education than we are presently doing in the allotted nine months.

FERDC STUDY

Polk County Considered Plans

Polk County School system, in 1965, requested the Florida Educational Research and Development Council to undertake a feasibility study on year-round schools for the local system. The study was completed and published in 1966.

Criteria used as guiding principles by the staff making the study were:

1–The plan should provide for a good educational program–equal or superior to the present program. Subjects offered in secondary schools should not be reduced in number, and existing teacher per grade situations should be maintained in elementary grades.

2–The program must meet limits established by state law, or the law must be changed; schools must operate at least 180 school days, or equivalent, for each child.

3–A majority of lay and professional people in Polk County must find the program acceptable.

4–Students must be able to transfer in and out of the county system without extreme difficulty.

5–The year-round school program should lead to greater utilization of school facilities.

Collecting data for the study entailed review of available literature (more than 120 books and periodicals); a survey of year-round schools in the fifty states; examination of plans available and selection of those suitable for Polk County; description of seven separate plans, carefully analyzed by the staff; a survey of parent, teacher and student opinion; a detailed analysis of the cost of each plan; and analysis of administrative and curricula problems of each plan.

The seven plans analyzed in the study are:

I–*Present program without any change.*

II–*Present program plus a summer program, operated without cost to parents, and with voluntary attendance.*

Changes in costs would depend on how many pupils volunteer to attend. If 50 per cent of pupils attend during summer months, instructional costs would be increased somewhat, administration costs would remain the same, cost of operation and auxiliary services would be increased. Total estimated increase for Plan II is 5.55 per cent.

III–*Present program plus a summer program, operated without cost to parents, but with compulsory attendance for students who are not promoted, and with voluntary attendance for others.*

An act of the Legislature would be necessary, to legalize this requirement. Costs would be approximately the same as in Plan II, but the increase would be partially offset by reducing non-promotions and saving the cost of repeating a grade.

IV–*Staggered four-quarter system, requiring one-fourth of the pupils to be on vacation each quarter.*

An increased number of teachers would be needed, and all teachers would be paid 12 months. Total expenditures would be increased by more than 25 per cent.

V–*Four quarters of continuous study–makes possible graduation from elementary school one year earlier, and graduation from secondary school one year earlier.* (*12 years of schooling in 10 years.*)

This plan is similar to the one used in Russia. Total expenditures could be reduced approximately 4.23 per cent.

VI—*Trimester plan—two-thirds of the students in school and one-third on vacation each trimester.*

Total costs would be increased by 8.9 per cent.

VII—*Three trimesters of continuous study, providing for students to graduate one year early in elementary school and one year early in secondary school (similar to plan* V.)

Costs would be almost identical with Plan V—expenditures could be reduced 4.23 per cent.

The study points out that quality of instruction could be decreased in Plans V and VII.

Another plan, not presented in the questionnaire sent to the study's correspondents, would operate all schools for 210 days, providing continuous study for all pupils. It would provide one additional year of enriching study in the elementary school, and graduate one year early in secondary school.

Primary purpose of this plan is not to reduce school expenditures, but to increase the quality level. School cost could be reduced .72 per cent and educational opportunities considerably extended. An initial increase in expense of approximately 11 per cent would occur until the first five years had elapsed.

Conclusions reached by the study include:

No plan of staggering the school term will save money, and such plans are likely to lower the quality of education. Parental opposition is inevitable.

The only feasible all-year school plans developed for reducing costs involve all pupils attending for an extended school year, and acceleration of pupils to reduce enrollment.

Any type of all-year operation of schools would require air-conditioning of all schools.

Any type of all-year school or summer program must be provided by taxation, not fees.

The study committee recommended, at the time the report was submitted, that Polk County adopt either Plan II or Plan III, if the board wished a plan which would not involve a major change in curriculum or administration.

If the board wished to make major changes to improve the quality of education, and could approve the additional costs involved, the plan of 210 days for all pupils was recommended.

(Editor's Note: No action on the Polk County Feasibility Study has been taken in Polk County.)

Early Study Analyzed Quarter Plan

In 1957, when some Floridians were considering operating the public schools for twelve months each year, the State Department of Education made a study of the suggested plan of operation, its advantages and disadvantages.

At that time, the study pointed out, a number of school systems in the nation had tried some sort of extended school year plan, over a period of 35 years, but these plans had all been abandoned.

The plan analyzed by SDE was a four quarter, twelve month program in which three-fourths of the children would be in school at all times, and one-fourth of the children on vacation all the time. All teachers would teach twelve months, with approximately two to two and one-half weeks of vacation.

Such a plan would mean savings in building costs and increased costs in teacher salaries.

Administrative expenses would increase, as would transportation costs. Air conditioned buildings would be mandatory.

Estimates were deemed impossible, by SDE researchers in 1957, but considered opinion stated in the report was that no money would be saved by operating four quarters each year, and that additional problems would result: repairing school buildings while school is in progress; insufficient time for bus maintenance; parent objections because of family vacation complications; reduction in quality of teaching because of lack of time to take additional courses, and because of increased individual teaching loads; difficulty in scheduling anything comparable to preschool and post-school planning conferences; necessity of eliminating present summer enrichment and remedial programs.

The 1957 booklet presented an article, reprinted from "Changing Times," the Kiplinger magazine. After a detailed critique of the twelve month school plan, the Kiplinger article concluded:

"Greater community use of existing schools, particularly for night and summer courses, is advocated widely by educators. But most of them have now concluded that year-round use as a means of avoiding the cost of constructing new schools is a delusion. The plan just doesn't work well. Significantly, every school system that has tried it has abandoned it.

"If your community is due to be hit by the heavy increase in school enrollments expected in the next few years, think twice before trying to solve the space problem this way. Face the fact that you probably will have to build some new buildings. Better start thinking about it now."

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DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN, Commissioner